SUMMARY AND EVALUATION

A Progressive Part Braille Program for Teaching Educationally Handicapped Blind Students. Richard H. Bloomer and Marie Anchel

Part I - A Braille Reading and Writing Program

Part II - Workbook for a Braille Reading and Writing Program

Definition - Progressive Part

Progressive Part is a systematic sequence of presentation of material. The sequence is designed for optimal learning on the part of the learner. It represents a rigid sequence of presentation. No item is in the sequence without reason or without prior rationale. Essentially, the procedure is as follows:

1. Unit A is taught.
2. Unit B is taught.
3. Units A and B are combined into a larger "whole".
4. Unit C is taught.
5. Units A, B, and C are combined into a larger "whole".

The progressive part system is an application of linguistics and learning theory to produce an effective teaching ssytem.

Description of Progressive Part Program for Teaching Braille

The authors of this program have developed a system for teaching braille using a progressive part organization of the braille letters as stimuli. The purpose of the program is to organize the braille alphabet into a teaching sequence of minimal difficulty to overcome the problem of having the child feel that braille is too difficult, and to organize materials which are meaningful to the blind child. Each successive letter is taught as a separate unit and is as different in sound and shape from the preceding unit as possible. The words taught in the system are either phonetically consistent in that they can be transcribed directly by sound into braille orthography, or they are the words which are related to the single occurrence of each letter in the braille system (e.g., T equals that, B equals but, etc.). Each successive letter is combined with all preceding letters in meaningful combinations so the child is initially guided into sounding new words, and as the program progresses, he is led to sounding them independently. The material becomes increasingly complex from this initial letter to small words, to complex phrases and sentences, and finally to stories. Since the conceptualization of the blind child is somewhat different from that of seeing children, the early material is restricted to words which have tangible referents and material related to the needs and interests of blind children.

Part I - A Braille Reading and Writing Program

This is a very complete and carefully designed program. Part I includes the following:

1. a chapter on readiness, both tactual and auditory, including some instructions for conducting readiness lessons
2. a section on the teaching of braille writing, including instructions for conducting lessons
3. specific instructions for the teacher as to how to conduct the braille reading lessons using the material in the workbook
4. suggestions for adapting the program for children with multiple handicaps who are functioning at an I.Q. level lower than 60.

Part II - Workbook for a Braille Reading and Writing Program

The workbook consists of a series of lessons which teach the braille code and works, phrases, and sentences in sentences. This includes lessons for drill and review as well as lessons to learn the code itself. The workbook is organized in the following manner:

Part I - Introduce the braille alphabet and whole word contractions

Part II - Contains initial letter contractions, dot five contractions, and whole or part word contractions

Part III - Whole and part word contractions

Part IV - Vowel sounds

Part V - Punctuation, cardinal numbers, part word lower sign contractions

Part VI - Initial letter contractions and final letter contractions

Part VII - Final letter contractions

Each section of the workbook becomes progressively more complex.

COMMENTS

1. This program is carefully and systematically designed. It is not a book of stories, but rather a series of lessons and drills to teach braille. I feel that it could be used very effectively as a remedial program for children who are having difficulty in learning to read braille. Also, various sections could be used independently as drill lessons to overcome specific problems.

2. I would question the advisability of using this program as the only program for teaching braille reading to a particular child. It would probably be necessary to use it in conjunction with another reading program. If this is done, care should be taken that the two programs use the same basic approach to teaching reading. This would eliminate the possibility that the student would become confused by being exposed to two different approaches.

3. I definitely feel that this material could be incorporated into our braille reading project. Much of the material is the same type material which was suggested for the worksheets by the Primary Reading Institute committee. I would recommend that we consider further evaluation of the program and, perhaps, submit it to the other members of the committee for comments.

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A Progressive Part Braille Program for Teaching Educationally Handicapped Blind Students

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Part I

A Braille Reading and Writing Program

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Part II

Workbook for A Braille Reading and Writing Program

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by

Richard H. Bloomer, Ed. D.
University of Connecticut

Marie Anchel, M.A.
The Jewish Guild for the Blind

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The Jewish Guild for the Blind
1880 Broadway, New York, N.Y. 10023

Part I.

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Page	72	line	10	agression	to	regression
Page	78	line	5	this	to	thus
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Part II.

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Page	70	line	2	dot 5-d	to	dot 5d
Page	77	line	9	every	to	Every
Page	107	line	6	Tap	to	tap
Page	107	line	6	Tape	to tape	
Page	107	line	7	Pan	to pan	
Page	107	line	7	Pane	to pan	
Page	107	line	8	Hat	to hat	
Page	107	line	8	Hate	to hate	
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INTRODUCTION

If the blind person is to carry on an active and independent life, the study of Braille is essential. Braille offers the only technique for reading and writing which is independent and which can be employed without technological advances or human assistance. Considerable research has been done to improve the Braille system, but in spite of the functional utility of Braille a very small percentage of blind people take advantage of this technique for independent living. On the other hand, relatively little research has been done into techniques for teaching Braille. Differences between Braille letters and English orthography may account for some of this difficulty.

The Braille cell consists of six spaces, two columns of three each. The letters are designated by patterns of raised dots in one or several of the spaces. Each Braille pattern of dots represents both a word and a letter, which is more difficult than the usual English form of a single sound response, or even multiple sound responses, to a letter. Because the difference between Braille letters is so very small, the learner is usually presented with the most difficult discriminations first in his learning sequences. This problem is compounded by the fact that while the individual is learning these very difficult discriminations his tactual sensitivity

INTRODUCTION

is not yet fully developed, and he is thus working at a handicap. The fact that many blind people will not learn Braille may be a function of the initial excessive difficulty presented by the particular method used.

With these problems in mind, the authors have developed a system for teaching Braille using a progressive part organization of the Braille letters as stimuli. Each successive letter is taught as a separate unit and is as different in sound and shape from the preceding unit as possible. The words taught in the system are either phonetically consistent in that they can be transcribed directly by sound into Braille orthography, or they are the words which are related to the single occurrence of each letter in the Braille system (e.g., T equals that, B equals but, etc.). Each successive letter is combined with all preceding letters in meaningful combinations so the child is initially guided into sounding new words, and as the program progresses he is led to sounding them independently. The material becomes increasingly complex from this initial single letter to small words, to complex phrases and sentences, and finally to stories.

The conceptualization of the blind child is somewhat different from that of visual children and as a consequence the early material is restricted to words which have tangible referents and material related to the needs and interests of blind children.

OBJECTIVES

The objectives of the study were:

1) To design a communication therapy program for blind children using the teaching of Braille;

2) To study the effects of reading gain on self-concept of the blind child;

3) To design an instrument for diagnosing reading level in Braille.

This project has been developed out of the experiences of Dr. Richard Bloomer and Mrs. Marie Anchel during their work with NIMH 1044. Two significant observations led to the decision to develop a Braille reading program.

First was the observation that many blind children, particularly the child blind from birth, tend to consider the sighted person, especially his teacher, omniscient. This often gives the child a sense of inferiority. At the same time, these children have considerable difficulty learning to read Braille.

The ability to read Braille would reduce the feeling that sighted persons are omniscient, for the blind child could then refer to past writings and demonstrate the same kind of memory they feel the sighted have. Further investigation of research literature showed two things: first, that learning to read Braille was a common problem and that very few blind people did read Braille; and second, that almost no work has been done in organizing teaching programs for Braille.

Dr. Bloomer has had considerable experience in the development of teaching programs of various kinds, including a reading program for sighted children which has proved superior in experimental tests to customary reading teaching techniques. Mrs. Anchel brings the practical experience of fourteen years of work with blind children as Director of the Guild school.

As the program developed, a twelve-year-old in the Guild school who prior to this point had read very little was taught to read. The progress of this child and the changes in his relationship to teachers and pupils was sufficiently rapid (particularly after several years of failure) to warrant a continuation of the project and utilization with other pupils in the Guild school; hopefully, the program will eventually be made available to other blind children.

CHAPTER 1

ORGANIZATION OF THE PROGRAM

Reading and writing Braille offers to the blind the single most important technique for independent activity and study. As Krebbs (1961) has said:

> "Braille, as an enabling tool, offers the uniquely effective resource through which blind people can actively participate in the recreational, vocational, and educational opportunities of the community at large. It has become quite routine to speak of the housewife using Braille recipes, or of the bridge player using Braille cards, of the professor using Braille textbooks, of the scientist using Braille notes and equipment, of the salesman using Braille files and catalogues, and so forth and so on. In the general picture the use of Braille has been making significant gains. Braille libraries report a steady increase in both circulation and borrowers over the past several years, climaxed by a ten percent advance in 1960. In view of these facts it is difficult to understand why approximately only 30,000 of the approximately 300,000 blind people in the United States engage in reading Braille books and magazines."

In addition to this, Eric Josephson, in a study of leisure activities of the blind (1961), finds that of those blind people who engage in some form of reading, less than eight percent use Braille, although approximately twenty-seven percent of those questioned could read Braille. The remainder of the readers use some more dependent form of reading such as a sighted reader or tape recordings. This evidence suggests that the difficulty of the Braille system is such that even those who can read Braille prefer to use a more dependent method of reading.

It seems clear that if the blind are to take an active part in the community the number and percentage of blind people who take advantage of Braille reading and writing must necessarily be increased. There are two possible attacks upon this problem.

The first is the study of the potential for reorganization of the English Braille system. The American Foundation for the Blind does a considerable amount of research on Braille and techniques for representing the English Braille system more effectively. Some suggestions for reformulating Braille occur at the end of this chapter.

The second attack upon the problem of Braille deals with teaching methods. A survey of the materials available to teach the blind to read indicates that for the most part they are not specifically written for the blind, but rather are translations into Braille of the ordinary school primers. In applying basal readers to the teaching of the blind, two problems occur:

First, many of the concepts used in the basal readers are visual concepts, and most of the early basal readers are premised upon the picture-word method, which is completely inappropriate for the blind. Hence the blind child is forced to read with referents which are intangible, though for the seeing child the concepts are very common. A study by Bloomer (1961) with sighted children has indicated that there is increased difficulty in learning to read words without tangible referents.

Second, the organization of the Braille alphabet is considerably different from that of the normal English alphabet. The Braille cell consists of six spaces, two columns of three each. The letters are designated by patterns of dots raised in one or several of the spaces. Each Braille pattern of dots represents both a word and a letter, which presents more difficulty to the learner than the usual English single response to a letter form. In addition, the difference between successive forms in the English alphabet (A, B, C, D, etc) are quite large and easily discriminated, whereas the Braille alphabet is organized such that in its present sequence there is only one dot difference between A, B, C, D, etc. This makes the Braille alphabet more difficult to discriminate even assuming equal sensitivity of the tactile and visual forms of sensory input. When phonics is taught in alphabetic order, as it often is in teaching the blind, the child is actually given a problem of maximum difficulty rather than of minimum difficulty.

The purpose of the present study is to organize the Braille alphabet into a teaching sequence of minimal difficulty, to overcome the problem of having the child feel that Braille is too difficult, and to organize materials which are meaningful to the blind child. For instance, simple concepts such as the color red may be as difficult for the blind child to comprehend as the notion of democracy is for the sighted child, both of them having intangible referents for the blind child.

In a study of children's errors in oral reading of Braille

in the elementary grades, Dr. Ashcroft (1961) presents some recommendations for the construction of reading programs. He feels that

1) the Braille material should match the attention span of the child;

2) the vocabulary material should be meaningful to the reader;

3) the units of work should be relatively short;

4) special care should be taken with multiple-cell contractions, short-form words, and lower cell contractions, because of increased difficulty;

5) the material should be accurately reproduced; and

6) the material should be prepared especially to fit the repetition needed in the teaching of Braille, rather than that of ordinary print.

In the same vein, Carl T. Rogers (1961) also suggests:

> ". . . the introduction of contractions and abbreviated words on a graduated basis and in terms of order of difficulty may be a much better, more effective teaching procedure than the present practice."

The outline of a program to meet these particular specifications, as well as to be an effective device, has been developed as a part of Project 1044 of the National Institute of Mental Health using a technique of organization similar to that developed by Bloomer (1963) for sighted children. The principles involved in those studies and in developing the present teaching sequence for the Braille alphabet follow.

Progressive Part: Psychological Principles for Organizing Linguistic Materials for Teaching Braille

Recently there has been an increased interest in reading and language learning on the part of linguists. A number of contributions by linguists have been made to the concepts of teaching units of language materials. However, an understanding of the various linguistic units and pecularities of a particular language is a necessary but not sufficient condition for effective language learning. Psychological concepts of ordering, sequencing and learning must be added to the linguists' language knowledge to produce efficiency of language learning. The following progressive part system is an application of linguistics and learning theory to produce such an effective teaching system.

Progressive part was developed in the 1910's as a resolution to the whole-part verbal learning controversy. Essentially the procedure is as follows:

1. Teaching Unit A is taught.
2. Teaching Unit B is taught.
3. Teaching Unit A and B are combined into a larger "whole."
4. Teaching Unit C is taught.
5. Units A, B and C are combined into a larger "whole."

Progressive Part is a systematic sequence of presentation of material. The sequence is designed for optimal learning on the part of the learner. It represents a rigid sequence of

presentation. No item is in the sequence without reason, without prior rationale.

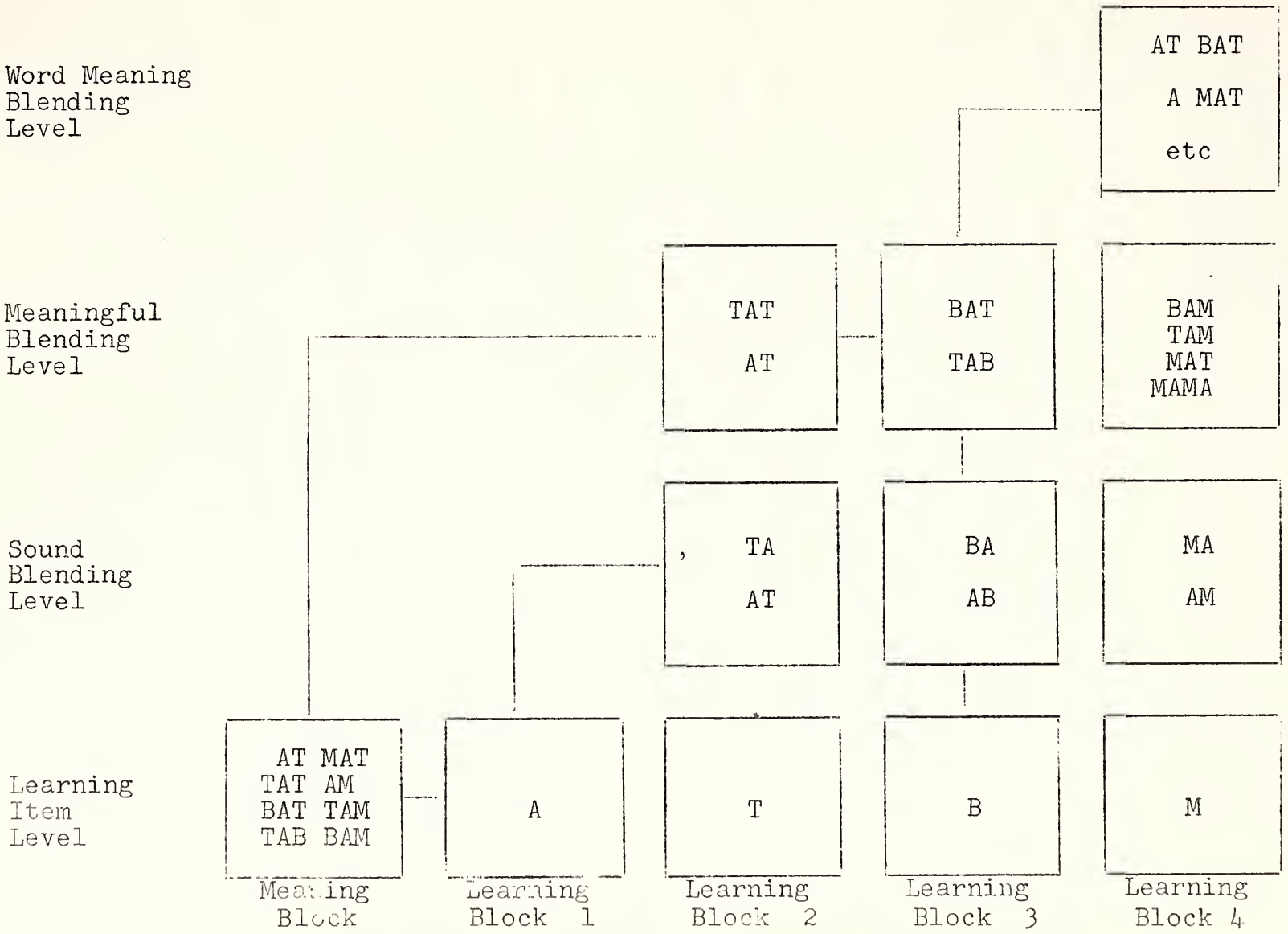
Below is an illustration of the application of Progressive Part to the single phoneme linguistic unit, and the manner in which blends, words, and finally sentences are built in the Braille program (see page 11).

The words to be taught are: AT, MAT, TAT, AM, BAT, TAM, TAB, and BAM. Step 1, as represented by the Meaning Block, requires that the teacher be sure that the child understands the meaning of each word. She does this by question techniques, by presenting pictures, by informing the children, etc.

Learning Block 1 is begun only after the words in the Meaning Block are understood by all the children; that is, meaning is a prior essential to any further work. The children are then given the letter A. They are not taught its name, it is described to them as a single dot. They say its sound while feeling it; they write it; and they become able to pick it out from various kinds of situations.

Learning Block 1, then, is completed by all children. Each child is secure in his learning prior to moving to Learning Block 2. You will note that the number of choices in Learning Block 1 is one. The next letter to be presented is T. It is presented and learned in isolation from the previously learned letter, A. Once this is learned, the children are ready for blending. Notice that here the child has two choices for a correct response. The child learns to identify each one of the letters in turn, and then to put them together into a

CONCEPTUAL LATTICE FOR PROGRESSIVE PART BRAILLE READING TEACHING



two-sound blend, either AT or TA. AT is taught as a blend and as a meaningful word. When skill with this blending has been developed, the child is moved to a three-letter word, TAT.

The next step, in Learning Block 3, is the learning of the letter B. Notice that the letter B is different in sound and shape from A and T. The child learns the sound and feel of B in isolation, and then, in phase 2, learns B and A together. Notice that up to this point in Learning Block 3 with B, the child has had to deal only with two letters; hence his number of choices is two. In the Meaningful Blending Level of Learning Block 3, the number of choices is increased to three, and he learns the words BAT and TAB.

Learning Block 4 is the learning of the letter M, MA and AM again being meaningful words. Learning proceeds in the same way and produces the words MAM, MAT, BAM, TAM and MAMA. In addition, phrasing can be begun at this point with the phrases AT BAT, or A MAT, A TAM.

The progressive part program goes on, then, in this fashion. The number of words and the complexity increases at a great rate. But the problem with which the learner deals is kept relatively small. He learns rather readily to attack new words without help, and soon becomes an independent reader within the controlled system which he is given.

Principles Governing Progressive Part

The principles governing Progressive Part are essentially of two kinds: 1) the organization of stimuli into a scheme for presentation; and 2) the organization of techniques of presenting these materials.

Principles of Sequencing Stimuli

1. Meaningfulness. First, the stimuli in a program must be meaningful to the extent required for the desired learning. The contribution of meaningfulness, for example, to a spelling word, is much less than the contribution of meaningfulness in reading. As a sub-theorem meaningfulness, or in the case of words, a knowledge of the properties of the referent, should precede learning to apprehend the word in the early stages of learning. Later the derivation of meaning presents a learning problem which the child solves through the use of context clues. A reading program, to be successful, must therefore make the provision for the child to have contact with the referent for the symbols. Customarily this is done by means of pictures with sighted children. For blind children, tactile, smell, taste, auditory and kinesthetic senses must replace pictures. At later stages verbal descriptions are most important and efficient for both blind and sighted children.

The technique used in the Progressive Part program is to have the teacher ask questions about the concepts underlying the meaning of the new word. The teacher then elicits the meaning of the new word. The child is given a

series of experiences, preferably tangible, with the referent itself. The child learns the qualities of the referent first hand.

Many words have no real referent and must be explained verbally. The teacher attempts to associate the new word with known words with tangible referents.

2. Stimulus Consistency. The second principle is that of stimulus consistency. In essence, the smaller the number of responses which are made to a single stimulus, the higher the probability that a correct response will be made. A problem here lies in the nature of the difficulty of the language, and in the nature of Braille itself. Stimulus consistency in reading may be translated directly into the problem of the phonetic, or rather non-phonetic, nature of the English language. This problem may be solved in two ways. Customarily it is solved by the sight-word technique, which essentially converts each word to a discrete item and does not produce generalization between words. This is analogous to Braille constructions, and incidentally also to Chinese caligraphy. While this whole word technique has been tried in the past, experimental studies show that it is less effective than linguistic or phonetic methods.

The words used in the program are phonetically consistent, in that they can be transcribed directly by sound into Braille orthography. Phonetic consistency means the assignment of a single sound to each letter of the alphabet. This would be the common consonant sound and the short vowel sound, in this

instance. The words which are taught in the initial sequence are comprised of the short vowel sound and the common consonant sound; words with long A or E or I, etc., or words with C sounding like S, or G sounding like J, would be excluded. These will be taught later in the series. This gives the child a stable response for each stimulus and reduces the probability of generalization or error.

In Braille most letters are also words or contractions. These words specifically related to the single occurrence of the letter in the Braille system, (e.g., T = that; B = but; m = more, etc.) are included in the program.

It must be recognized that some few words in addition to Braille contractions must be learned discretely by the whole-word method, because they do not fit the regular English phonetic system. These words, however, are the same for Progressive Part as for any other system of teaching reading.

Progressive Part also applies the principle of stimulus consistency in letter form. For sighted children only capital letters are taught at first. These are chosen because they are larger and are easier for the children to see and to write. Many of the signs which they read are in caps. Furthermore, sentences can be written in all capitals, whereas they cannot be written in all small letters.

However, when a typewriter or other writing machines are used for sighted children, small letters as well as

capital letters are used. Consistency in this case is inherent in the machine's printing and in the position of the keys and fingers. This latter is also true for Braille where the form of the letter is constant and capitalization is signaled by a capital sign.

3. Stimulus Discriminability. The third principle is that of stimulus discriminability. In essence, the less similar the two stimuli are, the lower the probability of generalized responses between them, and hence the higher the probability of a correct response. Wiley (1928) found many errors to be confusions between letters similar in sound or shape. Rothkopf (1957) found stimulus confusion to be a function of stimulus similarity.

Braille is particularly susceptible to stimulus confusion. The tactile sense allows only the grosser of the discriminations possible with the visual sensory mode. Further, the limitation of the Braille cell to six dots markedly delimits the variability between stimuli.

Further complication arises from the fact that the alphabetic order, a common Braille teaching order, is maximally similar, each successive letter being only one dot different from the preceding letter.

In the present program, a different order for teaching was constructed. Each successive letter is taught as a separate unit and each succeeding unit is as different in sound and shape from the preceding as possible; for example:

o.	.o	o.	oo
A ..	T oo	B o.	M ..
..	o.	..	o.

One source for error in sighted reading is the haphazard cue which the child uses to read a word. For example, the word "monkey" is discriminated because it has a tail on it. Reading may also be derived from the content of pictures associated with the word, but here, as above, it is the picture content and not the word itself to which the child is attending in order to make the appropriate response.

Another error in sighted reading is the use of configuration or outline, which trains the child to attend to the generalized form of configuration clues of the word rather than attending to the specific forms of the letters. Forty-one different configurations were determined from the Dale Chall list of 769 frequent words. If each configuration were used an equal number of times, the child somewhere in the middle of second grade who had been exposed to these words would stand roughly one chance in fifteen of being right on any given word, assuming he had learned all of his configurations well. In Braille any possibility of picture clues or word configuration cues except word length are eliminated because there are no ascender or descender letter forms. Each letter is limited by the Braille cell.

Configuration or vertical displacement, however, is a problem in Braille with some of the contractions which are identical to letters but in a different vertical position.

For instance, C or the contraction can is dot 1.4, while con is dot 2.5, and com is dot 3.6. These are among the most difficult discriminations to make, as Ashbaugh (1961) has found, and hence are widely separated in this program to avoid confusion.

Many modern sighted phonics programs are based upon an inversion of this principle of stimulus discriminability. They teach all of the short vowels together, then group the consonants in relation to similarity rather than difference. The probability of error among the vowel sounds and among such letter groupings as P, B, T, D, Q, and M and N, is well known. Such a system of phonetic grouping, added to the inherent difficulty of the Braille letters, would make Braille difficult for even the brightest pupils.

For Progressive Part, stimulus discriminability is based upon the shapes and sounds of the letters. Both shape and sound discriminability indices were devised to convert stimulus similarity to a numerical score. The sequence of presentation was devised such that each letter presented is very unlike the preceding letters in both sound and shape. In this manner, Progressive Part allows for greater response consistency. Negative transfer with two nearly identical stimuli requiring different responses is held at a minimum.

4. Unit Size. The fourth principle is that of unit size. Some early perception studies indicated that more letters could be perceived at one exposure if the letters

were combined into words (Cattell, 1885). Hence, sighted reading is often taught with whole word exposure. But an experimental perception situation with respondents fully familiar with the words and meanings is crucially different from an original-learning situation. Lyon (1914) and Krueger (1946) found learning efficiency inversely related to complexity and size of unit to be learned; in a given number of trials greater numbers of small units can be learned. In general, the smaller the size and complexity of the stimulus, the higher the probability of a correct response. Needless to say, children should learn responses to complex reading stimuli, but as the elements of a stimulus are more sharply discriminated, the complexity of a stimulus of known elements becomes less and less for a particular learner.

In teaching beginning Braille, the whole-word approach of the sighted reader is difficult. The fingers span a single letter at a time, and there is some time span, however short, before the next letter is contacted. Unit size is important in the construction of Braille materials in two aspects--the length of words, and the number of elements to be introduced.

The length of a word relates directly to its complexity. The learner must remember more and for a longer period in a long word, and the possibility of either interference or forgetting is increased. This is not to say long words should not be taught, but that they should be taught when the child is relatively highly skilled.

One saving in teaching longer words in Braille is the contractions which tend to shorten longer words; and while contractions cause more elements and rules to be learned in Braille, this is compensated for by some decrease in word length.

The number of elements taught in a lesson contributes to the complexity of the stimulus. If only one new element is taught, the child who is unsure can make the choice of the new element and usually be right. As the number of elements taught increases, the number of choices and the probability of error increases. This can be mitigated somewhat if the elements are markedly different in shape and sound, but considering the complexities of Braille and the inherent similarity of the letters, teaching a single new letter sound at one time is the best rule.

Most of the controversy relating to the use of sight words as opposed to phonics teaching is not a methodological argument at all, but merely a unit size argument. This concept of starting with the smallest elements and working to the largest is found in all reading methods. It is customary in present-day sighted methods to begin with reading readiness. A major learning in reading readiness is the ability to discriminate the letter shapes from one another, and the ability to discriminate letter sounds from one another. Basically, reading readiness is a modified phonics program; hence, in some measure, the argument about whether phonics should precede sight words is quixotic. In Braille, tactile

readiness is important and children must learn to make fine tactile discrimination, working in easy stages from such things as soft/hard and rough/smooth to tight discriminations like one dot or two dots.

Further, the readiness program for the blind child must insure that a child is aware of words and letters as units as well as the fact that words are made up of phonetic sounds. Often blind children have the understanding that the unit of meaning is a sentence, and this is a gross unit for teaching. Teachers who start phonetic or auditory readiness with the blind without prior establishment of the word as a communication unit often fail to reach their goals.

Customarily ease or difficulty of material is controlled by the frequency of occurrence of the words, as well as the shortness of sentences. However, several problems arise with the use of word frequency as a basic determiner of difficulty.

A number of studies (Bloomer, 1956; Gates and Rickard, 1932; Rickard, 1935) have indicated that the relationship between learning difficulty and word length is considerably higher than the relationship between frequency of occurrence and reading difficulty. The notion behind frequency is that the more familiar the child is with a word, the more likely he will be able to learn to read it easily, and the more use he will have for it. Unfortunately, this represents a linear concept of the relationship of frequency, whereas in actuality the relation of frequency and learning difficulty is geometric.

Thus a large number of common words of relatively equal difficulty are available, and the notion of restricting a first grade child to only the most frequent prevents him from acquiring richness in his reading program and inhibits the expansion of his reading ability.

The Progressive Part program employs the concept of easy to difficult within each learning unit. The child first learns the letter shape and its sound and how to make it on a Braille writer. Second, he learns to identify it within words. He is then given word problems to solve. These problems are simplified by the fact that all the elements have been previously taught. He is then required to read the word and to write the word with little or no help. The problems given with words become larger and more complex and the learner is moved into phrases. Thus, the overall Progressive Part method goes from easy material to complex material, and at the same time each internal unit moves from easy material to complex. The child beginning a new unit, then, is doing easier work than that which he was doing when he finished the preceding one.

5. Special Teaching for Discrimination. The fifth principle of stimulus presentation is that of special teaching for discrimination. Customarily, when the teacher finds that a child is making errors of a consistent kind, such as reversals, P,B,D,Q, substitutions; or tactile confusions; she stops the child's learning process and seeks to correct

this particular fault. This requires a constant alertness on the part of the teacher to these kinds of problems, as well as the immediate availability of time to correct the difficulty. In the Progressive Part technique, through use of discriminability indices, these problems have been largely anticipated. Thus, when a difficult discrimination arises in the sequence, the teaching of the discrimination is inserted into the program. The child is taught first one of the stimuli and its appropriate response. He is then reviewed without reference to his present learning with other stimuli and its appropriate response, and is then given reading problems which require that he tell the difference between the two. Such discrimination exercises occur consistently through the Progressive Part program wherever discrimination problems are anticipated.

6. Reinforcement from Technique Being Taught. The sixth principle is that the reinforcement should come from solving problems by the technique which is being taught and not from other or different techniques. Commonly in sighted readers, with the heavy illustration in children's books which is supposed to keep interest, the child may read the whole story by use of pictures alone. Hence his major reinforcement is for looking at the picture, and the reading becomes an incidental chore for which he is reinforced only by the concept that he can read in words what he has already read in pictures. Essentiall, then, any motivation or

interest in the story comes from the picture, and the words are merely unessential overlay.

Adaptation of sighted readers to blind children suffers from the meaningless exercises in early stories; without visual referents "oh, oh!" "look, look!" are esentially meaningless.

Further, we may consider that the reinforcement that comes from any story is a function of the plot in the sense that as the tension in the story increases, the child, who identifies with the characters in the story, also becomes tense. When the character resolves the plot, the child is similarly symbolically reinforced and in essence feels that he has solved the problem himself.

In the Braille program, reinforcement by picture reading is not possible, but the relatively wide range of words made available through the Progressive Part system makes it possible to use sentences and stories of a much wider variety. Further the content of sentences and stories for blind children should be restricted to materials which are meaningful to them, so at first words with primarily visual referents are avoided. As the program progresses visual referents are included although the meanings of these may sometimes be changed to fit the non-visual world. For instance, the word "pretty", primarily a visual word, may be shifted in meaning to smooth, soft, neat -- i.e., tactile prettiness rather than visual prettiness. Teachers must compensate for the restriction from the visual surroundings to bring the children to a full understanding of language.

Principles of Presenting Materials

In addition to these programing concepts which relate to stimuli, there are four methodological concepts which are also related to the method of presentation. These are essentially principles which govern the teacher's behavior; however, they have been put into the program itself, as in some measure they are independent of the teacher.

1. Number of Ways in Which a Stimulus is Responded To. The first methodological principle is: the greater the number of ways in which a stimulus is responded to, the greater the efficiency of any particular response. Many investigators found repetition necessary in the learning of complex stimuli, repetition being the number of times a given word is repeated. Customarily, several techniques of presentation of material are used in learning words in isolation, whereas within the reading situation itself repeating words over and over again is the rule. This lack of variation in repetition represents a drawback to effective learning.

The Progressive Part method uses this principle in a number of ways. First, children are taught to write or type and to spell at the same time they are learning to read, and as a consequence, have several kinds of repetition. By the same token, since they are not taught a single word at a time, but rather a family of words based upon the letter they already know and the letter they are learning, the letter being learned occurs in a large variety of different contexts,

which increases the efficiency of any particular repetition.

2. Amount of Teacher Guidance. The second principle of methodology is the amount of guidance which the teacher must give. Here a controversy has arisen between the guidance approach and the problem-solving approach. Essentially, this controversy need not exist. Guidance is essential in beginning to learn anything new. By the same token, learning is much more effective when problems are given for the child to solve. Thus the most effective program gives the least amount of initial guidance and the greatest amount of problem solving.

Sight word techniques require teacher guidance for each word. Essentially this means that relatively little problem solving is done. In picture-word techniques, problem solving is basically done with the picture. The word is incidental to the problem solving, and the picture itself represents guidance for the word. In most phonic techniques, the total range of letters is taught prior to the blending of words. This, too, is a large block of guidance which is essential to the child prior to his independence, or ability to solve word problems.

Progressive Part is designed, as its name implies, with a progressively increasing number of problems to solve. Initially the child is guided to learn a letter shape and its sound. He is guided through derivation of the meaning of words, and the building of words. As he develops skills, guidance is systematically withdrawn and the number of

choices he must make increases progressively. The phonetically consistent reading material and stories require almost no guidance, though the teacher does participate with the class by asking questions and listening to the children read. Her guidance is limited to situations where the children have difficulty.

3. Control of Reinforcement. The next principle is control of reinforcement. Considerable controversy exists over the rate of reinforcement in programing. Skinner maintains that one must apply regular reinforcement, and the reinforcement must immediately follow the correct response. However, it has been shown that the resistance to extinction, as well as the rate of response, are greater under conditions of aperiodic reinforcement. Essentially, aperiodic reinforcement to be effective must begin with regular reinforcement and continue through ever-increasing aperiodicity to the desired rate. Guidance techniques carry with them a nearly regular schedule of reinforcement. As the number of choices in problem solving increases, the rate of reinforcement decreases, shifting to an aperiodic system.

Once the child has established his ability, he is able to reinforce himself. If he reads a word and the word makes sense, then he is reinforced by it. This is the concept behind the use of context clues. In the Progressive Part system, the number of choices, and hence the aperiodicity of reinforcement, increases as the child learns more,

Some Possible Changes in Braille

Recommending changes in the structure of Braille is about as common and as fruitful as recommending changes in the typewriter keyboard. However, where a change in the typewriter would benefit mostly the learner and the champion changes in Braille should benefit all readers. A change in Braille structure, to be successful, must

1) be easier for the learner than present Braille,
2) be simple for the present Braille reader to learn,
3) save space on Braille pages, and
4) save reading time.

Teaching Problems with the Braille Structure. There appears to be a large number of problems in the discrimination of Braille characters. These problems are particularly significant where one letter which occupies the top half of the cell is the same as a second letter or contraction which occupies the bottom half of the cell. The increased number of errors with this particular condition has been explored by Nolan and others (1963) and represents a considerable difficulty which perhaps can only be avoided by avoiding duplication of these upper and lower letters and contractions.

A second problem with Braille is that many of the contractions to be learned are non-frequent words - for example, the word "knowledge," or "Lord," which in the reading of the Bible might have a significantly high frequency, but which do not occur very often in the common language.

Paralleling this is the complexity of the contraction structure. The obvious purpose is to increase the speed at which one reads, and to compress more Braille into the same amount of space. As a result the student must learn well over two hundred signals. Reduction of the number of contractions would reduce the extreme amount of practice required in learning.

In addition, the problem of learning Braille is made even more difficult by the many contractions which have special cases -- for instance, a given set of letters may be contracted in the middle of the word, but not at the end of the word; or a given contraction will occur after a given preceding letter, but not after some other letter. These rules, in and of themselves, are extremely complex, and make for an increased amount of difficulty in both reading and writing Braille.

The Braille cell is not particularly easy to discriminate. A certain amount of tactile discrimination must be trained before an individual can discriminate it. However, this aspect of Braille reading has been relatively thoroughly researched and the indications are that the present Braille cell is somewhere near an optimum, at least for relatively experienced Braille readers. For the learner, however, the problem is more complex. The writer used a number of different Braille letters with sighted people who were blindfolded, and their ability to discriminate was markedly poor, although relatively few trials were required to teach

them to make some of the grosser discriminations, such as the difference between A and T.

Suggested Revisions of Braille

If we assume that to be independent the blind person must be a reader and a writer, Braille or some form of reading and writing offer the greatest possibilities for self-fulfillment. If we leave for a moment potential changes in Braille itself and adhere to the raised dot system, there are several modifications which would improve reading speed and make reading less of a chore for the learner. Rogers (1961), in quoting recent work by Ashcroft, says:

> "The space-saving efforts used in Braille contribute substantially to the reading difficulty encountered. The major features which cause difficulty are the assignment of several meanings to the same Braille symbol with the context determining the meanings; the second, the extensive abbreviation of words; and the third, the use of contractions to represent from two to five letters with from one to two symbols."

Rogers suggests that the introduction of contractions and abbreviated words on a graduated basis and in terms of the order of difficulty may be a more more effective way of teaching than is the case in present practice.

In turn, Ashcraft (1961) recommends that instructional materials for reading Braille should be provided at appropriate levels of difficulty for the reading development and experience of the student. Materials in which there are many multi-celled contractions, short-form words, and lower cell contractions seem to cause special difficulty for

children reading Braille. Conventional print readability evaluation procedures underestimate the readability of material transcribed into Braille.

Contraction Revision

The first requirement would be a reduction in the complexity of the Braille system. This can be done most efficiently by two techniques: first, the decrease in the number of contractions; and second, a decrease in the number of complex contractions, or contractions which sometimes occur and sometimes do not. Particularly the special rule contractions should not be allowed to occur in Braille. If the number of contractions should be reduced, it would expand the amount of space required to present the same amount of material. This could be compensated for, however, by carefully selecting the contractions to fit the frequency of use. What is required here is a frequency tally of materials used by blind people. This frequency tally should be a relatively simple procedure with the use of modern computer programs. Contracted words should be at least five letters in length, and extremely common. Space would be saved, first, because the contractions occur frequently; and second, because they would represent a considerable shortening of longer words.

Vowel Shorthand

The use of modern linguistics can also be of advantage here. For instance, in the English language the shwa sound

is being substituted for most of the short vowel sounds. The short vowels transmit almost no information and can be left out, as in the case of Hebrew or speed writing. If, further, an appropriate signal is designed to give a medial vowel sound, an appropriate signal also designed to give a long vowel sound, one could, as in the case of Hebrew, achieve appropriate translations of the Braille system into spoken verbal patterns with a relatively limited number of errors; and given the context in which the material occurs, the number of errors would be reduced to practically zero, while the savings in space would be upwards of thirty percent. This saving alone would exceed the amount saved by the present contraction system, and in essence the number of rules to produce contractions (as almost all words would be contracted) would be reduced from roughly 170 to something like twelve to fifteen rules. Transition to such a system would be relatively simple with Speed Writing unaided with good readers of English Braille. Further, many of the contractions now used in Braille, such as the word deceive or deceiving, are already contracted in a form similar to Speed Writing, so that a Braille reader could be aware of the process of shortening words by leaving out the vowels.

It might be argued that there might be some loss in the ability of the blind person to spell because of the reduction in the use of vowels. It should be noted, however, the present system already has this peculiarity to some extent, and spelling in English orthography is for the

blind person a relatively independent language system, and the interrelationships of spelling with writing are not as direct as they are for the sighted individual. In developing a program relating to Speed Writing as a form of contraction, it would appear that the individual learning to read this system should be quite conversant with the language and also with context. It is suggested, therefore, that a learner who has not developed good language skills be put into an initial Braille program which would include the vowels with a considerable amount of training in the use of context clues to develop the meanings of words and to substitute missing words in paragraphs. At some time in the child's learning progress, he should be able to shift to the shorthand speedwriting system. On the basis of Ashcroft's work, the child given the speedwriting system at the beginning of learning tends to make more errors than if he is taught the normal spelling of Braille first. This type of program would also mitigate the requirement for teaching spelling as a separate function, as pure English orthography would be included in the initial phases.

The present program is designed as an optimal program for children, and would be seen as an initial learning program. It would then be followed by a considerable amount of practice using the cloze procedure for both word blanks and for letter blanks, particularly where these letters are vowels.

Effects of Changes in Braille

The effect of such a change in the Braille system should increase the speed of reading by an estimated twenty percent. Furthermore, the decrease in the complexity of the system would increase the number of people who are able to learn Braille. Thirdly, a simplified system would also make it easier for people of relatively low IQ to learn to read Braille.

The difficulty of changing a system so widespread as Braille must be recognized. However, since the proposed system would follow the patterns of the language and make use of context clues, it can be assumed that the change to this system on the part of a practiced Braille reader would be relatively minimal.

CHAPTER II

TEACHING THE BRAILLE PROGRAM

Readiness

A certain amount of readiness activity is absolutely essential for blind children. The sighted child is already familiar with words and word forms through television and his parents reading and many other sources. The blind child, however, has been exposed only to an auditory input. He must have his tactual sense developed so that he can feel the difference between various things and so that he is aware of dots and other kinds of textures. The blind child must also learn to hold his fingers steadily on a line, to use his reading finger, and to use his helping finger to keep line position.

In the readiness phase as well as throughout the program, tactual discrimination is important. Tactual discrimination should not only be associated with Braille characters on a printed Braille page, but with Braille characters as they appear on anagram tiles, or on 3x5" cards, and so on. A variety of exercises and games should be done with these Braille characters. The child may at first sort out one particular character from all the rest. Later on he may match a number of the same characters and put each of the sets of characters into separate piles or groups. Later still he may use the characters printed individually or on anagram tiles to make words, and as his skill progresses he should be able to read

these words which are made not only in the Braille material but also Braille characters which occur in any other form.

The ability to use the fingers to hold the place on the traced lines becomes exceptionally important in the Braille readiness program. One technique for handling this is to have the child, at first guided and later independently, run his fingers over a line of Braille while the teacher reads the word to him. This helps him associate the fact that words can be designated by dots and also helps him in the aligning procedure.

Readiness should basically continue throughout the Braille reading. It may be essential from time to time to stop the reading process per se and concentrate upon tactual discrimination. It should be borne in mind that the more dissimilar the things to be discriminated, the higher the probability the child will be successful. It is important, therefore, in training tactual discrimination, to begin with very easy discriminations--that is, things that are widely different from one another--and progress toward much more complicated discriminations which are very similar to each other. We might start our process, let us say, with Braille characters contrasted with fur, sandpaper, and other widely disparate things and eventually work down to the fine discrimination of Braille letters per se. When we discriminate Braille letters we should, as the program is organized, use Braille letters which are markedly different from one another and easy to discriminate. As we progress the discrimination between

the Braille letters should be finer and finer, so that the child's tactual ability is increased through the process.

When using Braille letters as material for readiness, as well as for materials through the reading program, it should again be borne in mind that the short sounds for the vowels and the regular sounds for the consonants are always substituted for the names of the letters. The names of the letters are basically taught to the child after he is well along in the process, and is required to do such things as alphabetization. Even though the child may already know the names of the letters, the reading lesson itself should be conducted primarily in the sounds rather than in the names.

Auditory Readiness

Auditory readiness is particularly important in the teaching of Braille. It was once thought that compensatory auditory acuity would occur in blind persons. As it develops, this is not the case, and the evidence is that acuity is the same in normal and blind persons. However, certain auditory discriminations are developed by blind persons to a finer degree than those of sighted individuals. These, however, are not necessarily always those involved in good language development, but rather tend to be related to place, location, and mobility.

One of the difficulties which appears to arise with increasing frequency with blind children is the concept of a word. Since blind children, as are all children, are confronted

often with continuous discourse, and since there are no visual representations of words made available to them, the concept of a word as a unit is sometimes lacking.

This presents a teaching difficulty very similar to the problem which arises with sighted children when attempting to teach them phonics prior to the concept that words are made up of sounds. Thus, while in many senses an auditory program developed for sighted children might be applicable to blind children, it should not be applied until the teacher has previously established that the blind child in fact has a concept of wordness and does not confound words with sentences or phrases. Where this does occur, the concept of wordness must necessarily be developed. Exercises for doing this are very similar to the exercises for developing auditory readiness for phonics exercises, and should also include things like single word commands, and the identification of objects by single words, as well as explication of the concept that sentences may be broken down into single words.

In a sense this may appear regressive in relation to more complex language patterns the child may have established; however, if the concept of words does not exist for the child, complex language patterns tend to be rote rather than constructive, and the number of complex patterns is limited by the rote memory of the child. It is only through understanding that a word is a single unit that one can develop constructive language patterns, as by the same token it is only through understanding that a word itself is made up of sounds that one

can develop a reading pattern which is independent of rote memory and teacher guidance.

This one caution, therefore, has extreme significance for teaching blind children, particularly blind children with other handicaps; the teacher should be certain that the wordness concept exists before proceeding into a regular phonics readiness program; and where a phonics readiness program fails to function, the teacher should again check the wordness concept.

The present program is designed to minimize the requirements for initial readiness. The use of progressive part of highly discriminable elements, and the focusing on the individual element and its sound initially in each lesson, makes the requirement for initial auditory readiness minimal. Nonetheless, the child must at least be able to differentially respond to the various sounds he is presented, as well as have concepts of higher/lower, louder/softer, etc.

Instructions for the Braille Program Lessons

A. Letter Learning Lessons

Each letter learning lesson is divided into ten parts; each part has a specific purpose which will be outlined below. The parts all go together to provide complete mastery of a letter, its sound, and how it is blended into words, and how the words are then put into sentences. Where applicable, each lesson also includes discrimination selections to assist the child in overcoming the difficulties where two letters sound similar or where their shape is likely to be confused.

After the initial introduction of the concept of contractions, each lesson also contains a section to teach the child the meaning of the contraction. As the child completes each lesson, he should be fairly familiar with the letter form, its sound, words in which it occurs, and its use in sentences. Different children will take different amounts of time and repetition to complete each phase of each lesson and the total lessons themselves. Care should be taken to be sure that movement through the lesson is dependent upon the child's meeting the criteria and not simply the fact that a number of repetitions of any particular section have taken place. The following paragraphs give the sequences of sections in each lesson, the purpose of the section, the selection of the materials, techniques to be used in conducting the particular section of the lesson, and the criterion for completion.

I. Letter Learning

a) Purpose. The purpose of the section on letter learning is to introduce the child to the letter and to have him be able to say the appropriate sound of the letter in connection with the Braille form.

b) Selection of the material. The sequence of letters and contractions to be learned has been developed in a way to avoid as much as possible confusion on the part of the child while maintaining the usefulness of each successive letter, to combine with other letters to produce words and later sentences. The teacher will note that the material is not presented in alphabetical order. This is done purposefully since, as the Braille alphabet is organized, each successive letter is only one dot different from each preceding letter. This makes maximum difficulty in terms of a sequence of letters to be learned. Further, the lessons are constructed such that the vowels, for instance, which are difficult to discern from one another, are spaced throughout the program in the initial section.

It should also be noted that the initial sections of the program deal only with short vowel sounds. The long vowels are concentrated near the middle of the program, and in each case the words presented

represent the regular form of the long vowel. In this sense, the lessons in the program are phonetically consistent. Where inconsistencies and irregularities occur, these must be taught later on in the program as specific words. However, in terms of efficiency, phonetic consistency will allow a maximum number of words learned, and maximum independence on the part of the reader, with the least amount of teaching. The goal of the total program is enhanced by this technique in that the individual learner will become independent of instruction as soon as possible.

c) Conducting the lesson. The introduction of letters and contractions should follow a specific form. The first step is to have the child feel the letter or contraction. This should be accompanied by an explanation of the sound. The teacher should be careful in all instances to use only the short sound of the letter. Letter names, where they arise, should be acknowledged on the part of the teacher, but the teacher should say: "That is true, that is the name of the letter, but for reading we use the sound of the letter; the sound of the letter is . . .", and then she gives the sound. Some training may be required to have the child make the sound correctly. Usually this can be accomplished through imitation. The teacher should be sure that she

herself makes the sound both correctly and consistently throughout the program. Occasionally where the child may have difficulty making the sound, the teacher may find it necessary to consult a speech book which will give her the appropriate formats. In general, the child should be taught how to hold his lips, how to hold his tongue, how to hold his jaw, and whether or not the sound is voiced or unvoiced. In each case, practice of the sound itself should occur in conjunction with feeling the letter, so that the child becomes used to associating the letter sound with the form of the letter in Braille.

d) Criteria for completion. The teacher will remain with each section of the lesson until the child achieves criterion for completion. In relation to the letter learning section, there are two criteria: first, the child's ability to make the sound on call at any time, by imitating the teacher. Therefore, the teacher should be able at odd times to say to the child, "Say ah", or "t", and the child will be able to do this with no hesitation. If the child hesitates, suggest that more training is in order.

The second criterion is the relationship of the letter to the Braille form. The teacher should be able to present the particular Braille form of the lesson and receive an immediate response from the

child in terms of the sound of the letter. Where contractions are concerned, similarly the child should immediately be able to give the appropriate contraction.

It is not possible to suggest the number of appropriate repetitions which should be used as a criterion. Three major factors affect the learning rate of the child. These are intelligence, anxiety, and maturity. These are somewhat related to one another, but under any circumstance where the child is deficient in intelligence, where the child exhibits manifestation of anxiety, or where the child is decidedly immature with short attention span, more repetitions will be required and the learning itself will tend to be less stable.

In general, it is better to over-learn than to move too rapidly. Over-learning, on the other hand, also carries with it the connotation of boredom; therefore the teacher must rely upon her skill as a motivator to reduce the boredom effects. Very often, tangible rewards, particularly for children who have learning deficiences, have extreme value. The use of small bits of candy or peanuts as reinforcements for proper responses will be most effective. Secondly, where a group is involved, the use of games, which will be outlined below, can effectively control boredom while ensuring the

proper number of repetitions. Where the teacher is teaching a group, it will be necessary under some circumstances to take single children or small groups of children aside for additional work on any particular letter or sound. In general, then, the child should proceed to the review-in-depth section of the lesson only when the teacher feels very secure in his knowledge of the letter itself in isolation.

II. Review in Depth

a) Purpose. It is not sufficient that the child be able to recognize any single letter when it is presented to him. He must also be able to differentiate it from other letters with facility. Two sections of each lesson are devoted to this differentiation process: the review in depth, and the letter discrimination. They are of increasing difficulty for the child, but in each case their purpose is to ensure that the child not only knows the letter in the present lesson, but also is readily able to differentiate this letter from all other letters.

b) Selection of the material. The review in depth includes the following kinds of letters: first, the preceding letter or letters. Because of the structure of the sequence of letters presented, letters are always relatively easy to differentiate.

Second, letters and sounds taught in the past which represent relatively a very mild difficulty; this again will be a selection of letters which will present almost no problems to the child. Third, where two letters very commonly follow one another, such as QU, if the adjacent letter has been presented earlier in the sequence, this letter will also be presented in the review-in-depth section.

c) Conducting the lesson. First, the review lessons should be conducted in such a way that the child knows what to expect, particularly at the outset. The teacher therefore should make some statement to the effect: "Now that you have learned the letter ___ well, I am going to show you some other letters and you can tell me which is which." The child should then be given one chance to do the letter or the lesson, and then his hand should be guided to one of the letters of the review section with the admonition: "Now tell me what this one sounds like." When a mistake occurs the teacher should select out the mistake, print it on a separate card, and basically repeat the letter-learning process with it. Where a child is extremely debilitated, it may be necessary to do a complete review of preceding lessons during this process. Eventually, however, the child's learning

of the letters will become extremely strong. Typically, where the child begins to make mistakes in the review-in-depth sections, the teacher should consider that earlier lessons should have been better learned. This should be a clue for her to spend more time with this particular child on future lessons.

d) Criterion for completion. As with letter learning, the criteria for completion is rapid identification of the letters concerned in the lesson, with no mistakes on the part of the child. The teacher should be able to present the letters in any random order and the child should be able to give an immediate and confident response.

III. Blending

a) Purpose. The reading of single letters is clearly not reading in and of itself. The English language consists of single speech sounds placed one after another to form words which represent the carriers of meaning. The purpose, therefore, of the blending section is to teach the child to put words together from single sounds which he already knows.

b) Selection of the material. For the purpose of the blending section, simple two or three-letter words are selected which contain only sounds known by the child. One of these is selected to teach the child the blending procedure. Others are then given to

enhance the already-learned blending procedure. The blending section also includes material on the common consonant blends, which are made up of the letters which have already been presented, so that the goal of the section is first to teach the child to do phonetic blending, and also to teach him specifically those common consonant blends which give him difficulty.

c) Conducting the lesson. First of all the teacher must be sure that the child understands the meanings of the words which are presented in the blending lesson. This does not necessarily mean that there will be an exposition of meanings prior to entering the lesson, but before meeting each new word, the teacher should ask the child if he knows what a particular word means. If he gives an acceptable definition this will be sufficient. If not, the teacher must establish the appropriate meaning by giving the child a definition which he will understand. The teacher should then ask the child to repeat the definition back to her before she proceeds with the blending exercise.

Blending also requires that the child be fully confident of each separate letter which is to go into the word. Hence the letters for the word are given in isolation. The child, for instance for the word tag, should give in order the sound for t, the sound for a, and the sound for g. The process of

blending is in a sense simply one of speeding up the process of pronouncing single letters in a row until the child recognizes that he has said a word. The teacher who has asked the meaning of a word beforehand has given a hint to the child as to what the word he will be working on might be. This is the reason that the teacher presents only one meaning at a time rather than several, so that the cues given to the child prior to the blending process only represent a single word rather than a number of them, which might increase his probability of making a mistake. It is often helpful for children who have difficulty in blending to learn to blend only the first two letters, for instance, the t and a together, and then to add the third, the g, when the child is clearly able to do the t and a with no difficulty.

d) Criterion for completion. The criterion for completion is basically that the child is able to sound out the word. We are not here concerned with the memorization of words; hence the teacher should be sure that the process of blending is known to the child and that the child has not simply learned to regurgitate from memory words which are given. Hence the words must be given to the child in random order.

IV. Vocabulary

a) Purpose. The purpose of this section is to enhance the child's ability to blend words, to give the teacher the opportunity to expand the meaning and the reading capability of the child, and to prepare materials such that the child will be able to read sentences and phrases.

b) Selection of the material. The vocabulary sections as they develop after the very beginning of the program consist of ten to fifteen words which are selected on the basis of frequency and common usage. Each of the words will contain the new letter for the contraction. Where possible the new letter will occur in several positions in the word--for instance, at the beginning, in the middle, and at the end. In each case, where possible, additional words are given to the teacher in the teacher's manual. The additional words usually represent the range of two, three, four, and sometimes five letter words which can be made up from the sounds that have been given to the child. In all cases the words are phonetically consistent, and therefore the teacher would expect certainly her advanced students to be able to sound out any of the words and to read them, if she has prepared them by ensuring that they understand the meaning of the word. These additional words, therefore, are available for the teacher to augment the lesson, particularly for the more rapid students.

c) Conducting the lesson. Since reading without meaning represents basically a fruitless exercise, the teacher must ensure that the child understands the meaning of each word before it is presented. With brighter children the teacher may attempt to achieve the meanings by an inductive method, giving the child a definition and asking him for a word that will meet that definition. Here the teacher should be careful to pick her definitions in such a way that the child will not tend to make an error and give her a different word. On the other hand, the child may simply be asked: What does X, or Y, (or some other word) mean?" In any case, where an error occurs, the teacher will be sure to give the child an appropriate definition of the word. It is not always necessary to expand and give a large number of meanings for the word. It is better in most instances, unless the child is quite capable, to stick to a single meaning, usually the meaning of the word which is used in the sentences. Words can often be more effectively handled on separate 3x5" cards with the Braille added. The teacher can make up numbers of games and other exercises, and further, the child can take the cards home and practice.

This lesson, since it contains additional material, also is a help to enhance the child's skill at blending. The teacher may have the child simply

attack new and unusual words and figure them out. For brighter children it is sometimes advantageous simply to have the child, without any preparation in relation to meaning or any other mention of the word, blend a new word. Once the child has said the word properly, the teacher will then go into the question of whether the child understands it or not. The procedure, however, is not a good one for the child who is weak in blending, for the child with low IQ, or with some other learning disability, as it tends to present confusion in the system for the child. It also is somewhat a more difficult procedure, increasing the probability of error.

d) Criterion for completion. The criteria for completion include, first of all, the child's ability to read and to sound out any of the words within the vocabulary section. For brighter children, the words given in the teacher's manual will also be included. Second, the child must be able to give, on command, the appropriate meanings of any word in the section. Again, these should be done with alacrity and confidence on the part of the child. The child who hesitates or falters should be given additional instruction.

V. Sentences

a) Purpose. The phrases and sentences section of the lessons are designed to give the child facility in longer language sequences and to teach him to be independent and to evolve meanings from the context of the material he is learning. The preparation for reading this material, having been thorough and complete, makes the difficulty of reading sentences considerably less than it would have been had we started at the outset of the lesson with sentence material.

b) Selection of the material. Sentences are all phonetically consistent; they are all composed of words which in turn are composed of letters which the children have already had. Some of the words in the sentences may be new to the child in the sense that these were not included in the vocabulary material. The teacher also may make up more sentences, being sure that no phonetic sound is included in the sentence which has not previously been taught to the child.

The number of sentences used by the teacher will again depend upon the various factors which influence the capacity of the child to learn. However, the teacher should remember that the sentence section is not only a preparation for the reading of more complex material, but also serves as a check test

of the ability of the child to figure out new words independently. As a consequence, where a child makes a mistake in the sentences, the teacher should apprise herself of the reason the mistake was made and attempt to remedy the error.

c) Conducting the lesson. Since the sentence lesson is basically made up of words which the child can already sound out and words which he know the meaning of, the lesson can quickly be done simply by presenting the child the material, and having him read it aloud. Here the teacher should be careful that when new words are introduced in the sentences section, she asks the child for an explanation of the meaning of the new sentence. Occasionally the child will run into difficulty with a word once it is placed into context. Where this occurs, the teacher should backtrack by first taking the word out of context to see if the child can read it there, and then replacing it in the context. If this does not work, the teacher should go back to the initial letters and the sounds that comprise the word. Basically, then, the teacher should follow the procedure of building the word from the sounds, establishing its meaning, and then trying to rebuild the sentence from the word which was presented and other words which are included in the sentence.

d) Criterion for completion. The child should be able

to read with alacrity and confidence the sentences in the lesson, as well as other sentences which the teacher makes up, composed of words which have been taught and words which are included in the teacher's manual. The child should do relatively little hesitating and should be able to understand the meaning of the sentences he reads.

VI. Letter Discrimination

a) Purpose. The letter discrimination represents the section which may be of the greatest difficulty, and is designed to build fine differentiation of difficult sounds and shapes.

b) Selection of the material. Letters selected for discrimination are either very similar in sound or very similar in shape; hence the probability of error is extremely high.

c) Conducting the lesson. The first part of the letter discrimination section is basically a review. Here the letter we are involved with in the particular lesson is not given, so as not to confuse it initially with the difficult letters. The child is in a sense reviewed in those letters which are difficult in shape, difficult in sound, in isolation. Where confusions occur, the teacher should be very careful to point out to the child the specific differences, have the child listen to the differences in sound and feel the differences in shape of the

two letters that he is concerned with. However, in the initial section one does not go through this process unless an error occurs. The first few lines of the letter discrimination, therefore, are simply the letters to be discriminated in isolation, since they have each been taught quite well before. We only specifically differentiate where an error does occur.

Letter discrimination, of course, is basically diagnostic. Much more work may need to be done if the child makes mistakes or confuses the letters which are presented on the letter discrimination line. Where an error persists, the teacher should go back to the initial lesson which teaches the confused letter or the error, either one. The teacher should go through the letter learning section and the review in depth section until the child becomes facile. Then the teacher should go to the other letter involved in the confusion and repeat the procedure, going through the letter learning section and other sections, until again a degree of facility has been built up.

It is then wise to make separate cards which have the confused letters in random order, in lines, and have the child practice these. The letters themselves should be presented in isolation, in random order in the first line, and then in various

random groupings in other lines. Be very careful that the child does not memorize the line rather than make the discrimination. It is wise, therefore, as a safeguard against line memorization, to produce several pieces of material with differing random orders on them, and to present these to the children.

d) Criterion for completion. The criterion for completion is the ability of the child without hesitation to call each of the letters presented in random order, without error. For some children it will be extremely difficult to reach this criterion. However, the criterion should be met before the child proceeds further in the lesson.

VII. Word Discrimination

a) Purpose. The purpose of the word discrimination section is, first of all, to give the child experience with the discrimination between the difficult letters that occur in words. The second new vocabulary is also introduced, because words which would have presented difficulty are not given earlier in the lesson. This section, therefore, will have some new words and the teacher should ensure herself that the child understands the meanings of them.

b) Selection of the material. Two kinds of words are used. The words are presented in pairs, and are

presented in such a way that each of the words of the pairs represents a pair of letters to be discriminated one from another--for instance, the words fill and hill. The remainder of these words is, insofar as possible, always identical. On occasion, of course, it is not possible to have identical words. Here the words tend to be as similar to each other as possible.

The second set of words is a series of words which contain within the word itself the letters to be discriminated. For instance, if the g and f represent difficulty and are included in the discrimination section, the word fig and the word gift would be included in this group of words.

c) Conducting the lesson. Again it should be stated that the teacher should, except for bright children, establish the meaning prior to the introduction of the words. The words in these lessons will tend to be words which the children have already contacted with the exception of those which contain the two or more letters to be discriminated. Hence they should be relatively familiar to the child. The teacher can therefore employ time pressure or extrinsic rewards to make these lessons more appealing and more motivating to the children. The idea of the lessons is to have quick and facile discrimination. The children may tend to

have difficulty when the words which include both discriminants are presented. First, these are new words, hence the meaning should be explained. Second, they are always words which contain within them a high degree of difficulty. It may be necessary for the teacher to go back to letter discrimination and work her way up to the words themselves where an error does occur. In each case the teacher should attempt to have the child sound the word out independently himself as much as possible, and apply only such guidance as is absolutely necessary.

d) Criteria for completion. The criteria for completion are the complete and facile knowledge of the words and their meanings. The child should be able to read the words rapidly, clearly and sharply and without hesitation.

VIII. Contractions

a) Purpose. Where a particular letter is also a Braille contraction, the teaching of the meaning of the contraction occurs at this point.

b) Selection of the material. The contraction is selected because it is related directly to the letter of the material. Later where more complex contractions are given, and where they do not have a single letter correlate, the contraction section represents the total material content of the lesson.

c) Conduct of the lesson. The teacher explains, if the child does not already know, that in addition to having a sound associated with it, most of the letters in the Braille alphabet, when they appear alone, also have the meaning of a word. This word-letter relationship is taught in the contraction section. It should not be taught until the blending ability of the child is very sound with the letter as a phonetic. Otherwise the learning of the letter will begin to interfere with relatively weaker learning of the phonetic letter relationship.

It is important, first of all, that the child know the meaning of the contraction and be able to pronounce it. Second, he must also understand the concept of contractions in the word sense, where the single letter or group of letters stands for a larger word. It is also clear that in most instances the child must be able not only to spell the word as a contraction but must also be able to spell or read the non-contracted form, since it is essential for any individual who is going to learn typing or another form of communication to non-Braille readers. Early in the material it is impossible for the child to learn initially to spell the contractions, since the letters involved in the presentation of the contractions are simply not available to the child. After about the

thirtieth lesson or so, the child should be able to be taught to spell the word of the contraction as well as to learn the meaning of the contracted form itself.

In the set of sample lessons presented, the contractions begin with Lesson VIII. If there is some reason to assume that the child may be having more difficulty than normal, this particular set of lessons might be postponed and the child might better deal only with the phonetics until a later time. It is the experience of most teachers that the concepts involved in phonetics, particularly the blending, may be extremely difficult, and may require a larger amount of teaching. When they are once apprehended, however, they become relatively simple and the blending sections of the lessons are done with great facility. It is at this point that the child should begin to learn the contractions.

The contraction lessons have a section for the introduction of the contractions and the differentiation of the contraction from the letter itself. These are in forms very similar to the letter learning section. The discrimination sections will include both contractions which need to be differentiated from each other, and the differentiation of contractions from words that are spelled out. This is followed by practice in using the contraction

in phrases and sentences. Again the teacher should be alert to mistakes which the child makes, and repair these mistakes and reteach the child to a point of fluency before reentering the contraction learning situation.

d) Criteria for completion. The child should be able to give either the contraction or the sound of the letters, depending upon the form in which they are written, without hesitation. He should further be able to read the contraction if it occurs in the sentences.

IX. Sentences for Discrimination

a) Purpose. Sentences for discrimination represent the most difficult in the lesson material for the child. The last section of each lesson is a series of the sentences and phrases for discrimination, which usually contain some relatively difficult problems for the child. Again the purpose is, first, to make fine discriminations, and second, diagnostic for the teacher.

b) Selection of the material. Included are the words which contain the letters to be discriminated, as well as other material which the child should read. Here again occasional new words are presented to the child to teach him to be an independent reader.

c) Conduct of the lesson. The sentences for discrimination section is conducted in a fashion similar

to that of the sentence lessons.

d) Criteria for completion. The child should be able to read with facility and alacrity any sentence given in the lesson or made up by the teacher, which will contain only words comprised of letters which have been taught. The child should be able to read these sentences with relative fluency before the teacher decides to move on to the next lesson, beginning again with the letter learning section.

Causes and Corrections of Reversals

Since Braille is essentially a sequential reading process, the chances of children's reversals should be almost nil when the IQ of the child is close to normal. There is, therefore, little need to teach in special exercises left to right sequencing.

In practice, however, there is a respectable number of reversals in the Braille program, and these reversals are fairly common with the children of low IQ. The cause of these reversals is partly a function of the method used by the teacher. First of all, where the teacher works primarily with words, with very little concentration on individual letter sounds, or on building words from first letter, to first and second letter, to first and second and third letter, and so on, these reversals seem to occur. The reason would seem to be that the most recent thing the children have been involved with relating to their short term memory is the thing that is strongest and therefore comes out first. Some of these children also appear to have similar trouble with digits.

It is also true that within the program there are a number of reversible words where the child may have learned one form, and then the other one. The procedure of teaching used by some teachers was to teach the child the sounds of the letters, and then try to teach the word essentially as a sight word. There was no connection made between the use of sound and the words themselves.

Reversals may also be a function of the fact that it is common for the children to "scrub" the Braille back and forth when they are learning their words, rather than to pick up at the beginning and go to the end of the word in a sequence, using the fingers of the left hand as a position guide. It appears, therefore, as though we have a three-pronged problem: one is the scrubbing back and forth, which can be solved by using a guide finger and returning directly to the guide finger at the end, rather than scrubbing back over the material; second, the method itself, which does not teach systematic organization (this is the method used by the teacher, and not the method advocated in the program) of the material from one letter to two, to three, to four, and so on; thirdly, the short term memory problem that many of these children have, makes the problem of remembering the last thing first more simple and more likely.

The solution to the first two of these problems is implicit --the first in preventing scrubbing back and forth, the second in building from one letter to two, to three, etc. This should also help with the third problem, for if one begins to build strength for two-letter combinations, these may become more pre-coached than the third or final letter.

It is also clear that one should avoid the so-called family phonics with the endings being the significant feature of the phonics as this tends to make the ending more important than the sequence and cause reversal problems.

This reversal problem, as stated before, is more rampant

where the child has a low functional IQ and has difficulty with sequence concept. The above procedures and inhibitions practiced with patience and perseverance will prevent or alleviate these problems.

Instructions for Teaching the Writing of Braille

Writing Braille should proceed along with the teaching of the reading of Braille so that in general for each lesson the child should write the letters and words involved and then also read back the letters and words at the close of the lesson. In essence the writing tends to follow the reading part of each lesson.

Writing should be done essentially on a Braille writer at the outset, because the inverted writing through the use of the hand punch will set up complications in the reading-writing system. It is also essential that the child learn to use the Braille writer prior to the beginning of his reading teaching, or at least prior to his learning to write. The child needs to be taught the position of the fingers on the keys, using the first three fingers of each hand for positions one, two, three with the left hand, and four, five, six with the right hand. Practice in learning to make letters can be done by the teacher pointing to the fingers the child is to push down and actually touching them, or calling by number the number of the keys. This skill should be continued during the reading, writing, learning phase until the child can duplicate any

letter that he feels by himself, without having the teacher specify the fingers or the numbers of the keys to be pressed.

Second, the child should learn to press all the keys simultaneously, so that a single letter is printed in a single movement. Younger children may have some difficulty in doing this, but should continue practice until they can. The thumb of the right hand should be used primarily for the space bar, and the pattern of the material should be letter/space, letter/space, etc.

The Sequence of Writing During a Lesson

1. The first activity during any lesson is for the child to write a letter alone. The pattern is usually letter/space/ letter/space/letter/space for one line, and then one letter or two letters and a space for the second line. The teacher should be sure always to call the letter by its sound and not by its name, in order to avoid confusion with the phonics that the child will be learning during the reading situation.

2. The second line that the child will practice in writing is the letter in various combinations with itself. For instance for the letter a, it would be a/space/aa/space/a/space/aaa/ space, etc. The teacher should avoid using patterns and should basically assign the sequences in random order.

3. The third line should contain the letter in learning combinations with the letters that have already been taught. These need not necessarily be in meaningful combinations, but again the order and sequence would be two letters, three, or four, each different and in random order.

4. The next exercise will be words spelled out by the teacher: bat, b-a-t; mat, m-a-t, etc. This exercise is particularly crucial for the children at the early stages when they are learning what a word is made of. At later stages the spelling can be avoided. Spelling in this instance again avoids letter names and uses sounds only, so that bat would be buh ah tuh; mat, mm ah tuh, etc. The teacher can go through not only the words which are included in the reading lesson, but also some of the additional words which can be made up from the letters already learned.

5. The fifth exercise involves the pronunciation of words on the part of the teacher alone. Here the teacher will avoid the spelling and in essence the job of the child is to analyze the pronunciation and to get the appropriate sets of letters to write the word properly by himself. Here again the teacher is able to use words which the child has not necessarily previously met in his reading lesson, with the single restriction that the words be made up of sounds which the child has already learned.

6. The sixth technique is basically a silent reading technique. Here the child is given a list of words across the page, or a list of words in a column down the page. The child is to read the words silently to himself, and then reproduce them on the Braille writer. He is to reproduce either the list or the column in order, and to do essentially as well as he can. This helps to teach the child to remember place and location as well as to manipulate the Braille writer to

put words in the appropriate position whenever the requirement is made.

Later on the teacher can also use phrases and sentences and have the children write these. Again, these phrases and sentences should be made up only of words which contain the sounds which the child has already learned. The teacher may use sentences which are available in the reading lesson, or she may make up her own sentences and stories with the child, including the material which he has already learned.

It is also possible when words are not available to use nonsense words. However, the nonsense words should be clearly designated as such.

Adapting the Braille Program for the Highly Disadvantaged Child

Where the child has multiple handicaps so that his functional IQ for reasons of native intelligence or emotional disturbance or other cause, is below approximately 60, it is necessary to adapt the program in order to teach him. The basic problem which seems to occur with these children is the inability to conceptualize that the putting together of sounds in fact generates words. Before a child can learn to read, he must have gone through some readiness program which will allow him to differentiate between the sounds and allow him also to make the appropriate responses required by the reading program. In the present program, these are relatively simple, but nevertheless if the child cannot feel the dots and cannot distinguish one dot from several, or at the same time if the child cannot

make the appropriate sounds of the letters which are being presented, he cannot function in the program.

By the same token, the child must already have adapted some frustration tolerance. Part of any readiness program is to build the ability of the child to pay attention for a certain period of time. It is essential, therefore, that the child be used to routines, to function well under them, and to be under relatively good emotional control, so that he can at least for some period of time function by focusing directly upon the reading problem.

Normally, if a child is adapted to routines and can make relatively good auditory and tactile discriminations, and can attend for periods of up to ten minutes, the teacher would proceed with the normal reading program. However, if the child either fails to make the concept that words are compounded of single sounds and hence is unable to blend sounds into words, or if the child becomes temporarily more emotionally disturbed than is customary through some event which occurs in his life, it is essential to adapt the teaching to a procedure which will help him develop these concepts a little more slowly than normal children.

The procedure involves building rote learning into conceptualization. First the teacher would choose the first ten letters or so, having the child learn these by rote, and learn to differentiate them by rote. The teacher would use the letter learning exercises and review exercises only, but increase the amount and kind of exercise to be delivered to

the child. Second, the teacher would establish all of the consonant-vowel and vowel-consonant blends which include the letters which the child has learned. These too would be learned by rote, using three-by-five cards with the Braille on them. They would be learned until the child made essentially no mistakes at all. This means essentially that the child's background is very strong in the letters that he has learned. Then the teacher would mix single letters with consonant-vowel and vowel-consonant blends until the child had these perfectly. Clearly there might be a considerable amount of aggression from time to time as new material is added, or as additional trauma is added to the child's life. Finally, the teacher would take three-letter words made up of the sounds taken from the vocabulary in the program, and teach the child these by rote.

The concept itself may develop on the part of the child; however, the teacher should not attempt to hurry this. The child should then get a mixture of consonant vowels, single sounds, and words, and learn these by rote. The teacher can then add an additional letter to the group, and follow the regular procedure, again stressing rote learning, until the concept itself develops.

One thing that must be absolutely avoided is the use of Braille contractions until the concept of the word itself and the building of words phonetically is very strongly developed. The addition of a second symbol system, which is what the contractions represent, can have a very disruptive effect on the learning at this point. The teacher should continue this

procedure as slowly as is necessary, being sure that everything is memorized very carefully. The procedure itself helps to establish an order for the child, helps him adapt to the school situation, and at the same time gives him the necessary essentials so that when the concept itself is developed out of the procedure, the child will be able to move at a relatively rapid rate.

Chapter III

CASE STUDY

Clarence was enrolled in the Guild School of the Jewish Guild for the Blind in September 1964. The following excerpts from his intake case records document his previous educational and medical record.

Clarence had congenital cataracts with limited vision up to age four. At age four he became completely blind but had very good light perception. In November 1960 he had a Hayes Binet IQ of 79; in 1962 a verbal scale of 85 on the Wechsler Intelligence Scale for Children. He had a Hayes Binet IQ of 87 and a WISC Verbal of 81 in October 1966.

Clarence was in kindergarten in public school before he entered a residential school for the blind, but only for a few weeks. He demonstrated considerable aggressiveness and was dismissed because he was a disturbing element. He entered a residential school for the blind, and was dismissed in June of 1962. The reason for his dismissal was the fact that the school terminated their slow learning and retarded projects.

> "He does not seem able to bring his body or his mind under control. Such uncontrolled behavior carries over to the playground and the dormitory no matter how much he seems to be impressed at the time that he is incorrect; he very soon forgets and repeats the same offense."

Clarence was at home for two years until admission to the Guild School, a therapeutic setting for multi-handicapped visually-limited children.

Comments on his reading at the residential school:

> "He has participated in a reading readiness program. He reads slowly in a preprimer. He uses a phonics method of reading. He appears to be interested in stories rather than words but often arrives at a confused interpretation. He has difficulty picking out important parts of the material he hears read aloud. He can answer a direct question on a simple piece of material. In spelling can do fairly well in building and recognizing three-letter words in a formal phonic situation, but has difficulty when he meets the same words in his reading books. He is interested in learning the meaning of new words and has a very limited vocabulary. Clarence has made slow progress in the classroom. He brings a certain amount of interest and enthusiasm to his work but is unable to work through sustained attention and to see the task through to satisfactory conclusion."

> "Clarence should continue his studies in a public school. However it would appear he needs some additional help before he will be able to work up to capacity in any situation. In our opinion this child will never be able to do the minimum amount of academic work to pass our regular courses of study."

From a report used as a diagnostic for selection for the program at the Guild School:

> "He was able to read some braille words on a primary level but displayed limited facility in reading and some letter reversal, such as f for j, h for d. He was able to rhyme words and to tell the sounds and letters at the beginning of words and the end of words. He could spell some words on the first grade level. He could use words in sentences. His braille writing was poor. He did not use proper finger placement on the keys and could only seem to remember a, l, and c, which are the first three letters taught. His main interest in writing was speed to get to the end of the line so he could hear the bell ring."

Clarence was chosen to be tutored as a part of the development of the Braille Reading Program in October of 1964. The choice was made on the basis of the fact that Clarence, although 12 years old, was reading at the 6 year old level, and according to his psychological tests had the ability to learn to read. The tutoring was done by Mrs. Anchel for sessions of approximately one half hour three to four days a week. The material Clarence was using was in turn given to his classroom teacher to be included in his program as his regular reading lesson. There was very close coordination between Mrs. Anchel and Clarence's teacher during the whole year.

The following is an excerpt from the teacher's report after two weeks of the program:

> "C. is an articulate child and with the exception of mispronounced words and an inflection that reflects his cultural background, he has no noticeable speech difficulties. C. talks almost continuously. It is not of much concern to him if he is disturbing or talking while someone else is talking. Many of his comments were hostile. C. makes it almost impossible to have a workable class situation; he has no respect for the teachers or the other children. He has a chip on his shoulder; he suspects and mistrusts everyone and tries very hard to play one adult against the other. Sometimes he lies to obtain special privileges or prestige; other times he lies to conceal the difficulties in his life situation. He has learned the braille alphabet and can read and write some words. However, his progress is slow and impeded by his behavior in the classroom."

INITIAL PROBLEMS

November 3, 1964 Clarence:

Clarence has been working for the past four weeks, four days a week with Mrs. Anchel on the program. Learning the phonetic sounds has proceeded rapidly. One of the major problems which arose was spelling. His difficulties were based on his poor pronunciation. When the word "ban" was brought up as one of the words in the program Clarence said, "Oh, I know what that is, that's something that plays music." And when Mrs. Anchel tried to explain meanings of "ban" Clarence was unable to comprehend. He said, "Why do you talk so funny to me?"

Another confusion was the word "ribs." Mrs. Anchel explained the meaning in terms of barbecued ribs and said to him, "You know what that is, Clarence. That's spare ribs." Clarence said, "Oh, yes, there is two kinds of spare ribs, one is meat and one is vegetable," (asparagus) indicating again some of the meaning problems arising from pronunciation. Clarence also uses "git" for "get" and other vowel substitutions. Mrs. Anchel decided to involve the speech therapist. She is now seeing Clarence one day a week and is concentrating on the reading program with particular emphasis on the sounds on the endings of words and vowel sounds.

Once a word is learned, Mrs. Anchel has Clarence make up his own sentences. Examples are: 'rip a big rag' or 'grab a pin from a bag.' He uses his own words but the key words are carefully selected from words in the program which Clarence understands. This she insures that Clarence has meaning for the material. Sometimes considerable time is spent in developing word meaning. For instance, the word 'lad' and the word 'gap' were not meaningful to Clarence until meanings were developed with the teacher.

Clarence tends to be brighter than the other children at the Guild School. He can generalize and give multiple meanings to words, for instance, pad--a pad of paper, a pad on a chair, a pad on an ironing board. Similarly the word 'rod' was a curtain rod and then a fishing rod. When the word 'roll' he said, "roll on the floor and something you eat." Clarence has been given lists of words from the program to read vertically and material to read across the page. He enjoys these "tests." He gets 100 percent on the phonetic spelling tests of words in the program.

One of the spelling tests was used for the introduction of the letter 's' by teaching the letter 's' first. Then Mrs. Anchel said, "Now suppose I give you the word 'pet' and put an 's' on the end. What's that word?" Clarence said, "Pets." Mrs. Anchel than asked him the meaning of 'pet' as

opposed to 'pets' and Clarence said, "One pet, lots of pets." This indicates, in spite of the previous record, an ability to generalize and use discovery learning techniques.

One day when Mrs. Anchel was not able to work with Clarence she left some material. It was a "test" to be written in Braille. Clarence made about twenty mistakes; forgot the capital sign, periods; misspelled and so on. When Mrs. Anchel pointed out these mistakes he became extremely defensive. Mrs. Anchel said, "Don't worry, now we can see what we need to work on." Clarence continued to make mistakes on material he had known before. He was very annoyed with Mrs. Anchel, saying she was down on him and attempting to prove to her that he was no good. He would say, "See, I can't learn. I'm bad, stupid, no good. I'm black, a boy and a Baptist."

Mrs. Anchel told Clarence at this time that she did not think he was stupid. She explained that the people at the Guild School thought he had potential for learning and that was why she was so interested in teaching him. She said that she liked boys, had no feelings about Baptists and as far as hating Black boys--his brain and his tongue were what were important in learning to read. "Do you know, being blind, that I am white and you are black but that our tongues and brains are the same color?" This statement overwhelmed Clarence and he had to check it with his teacher. At the end of the session Mrs. Anchel told him that her being away for a week could not be the reason for such anger.

At the next session he said he had a terrible secret that he could not tell her. When Mrs. Anchel told him that she thought he really wanted to tell or he would not talk so much, he asked her if she knew about his real mother, that she had given him to a foster mother, had kept the girls and that he did not know his father. Mrs. Anchel told him she knew these facts because this was a special school where records were collected about the children so the teachers could try to understand them and help them learn. Mrs. Anchel said, "Everyone in the school has 'troubles' and I know something about them. I don't hate 'bad, stupid boys' because troubled children are the only kind we admit to this school." She also assured him that her leaving for a week was not desertion and that she would not always be at the school, but she would certainly try to be present.

After one of these talks Mrs. Anchel said, "I'm not your mother. I am your teacher. It's up to you. I know you can learn and I am willing to keep going until you do. But it's up to you to continue or not." This procedure mitigated the failure syndrome, though it returned from time to time as Clarence was under tension from sources other than the program.

When Clarence is writing during these difficult times Mrs. Anchel talks to him through the writing, telling him, "now give the signal to start," (dot six) or "now give the signal to stop" (period). She also talks to him through the spelling words though not through the spelling "tests." Whenever Clarence makes a copy, one of the teachers also makes a good copy for him to keep. The good copy is kept in the book.

Because Clarence generalizes well, Mrs. Anchel has taken to introducing the contraction along with the letter itself (eg.'h' is had). This technique is questionable with slower children and should be avoided as it gives essentially three potential response names for one particular stimulus set of dots and increases the potential for error and confusion. The contraction can be introduced after the initial letter learning has been reinforced.

Clarence also writes stories and some of these are brailled by the teacher. Where the words in the stories involve untaught contractions she has refrained from teaching them.' Clarence is told the formation of the contraction so he can write and recognize his own words.

When he reads the material back and stumbles on one of these words, he is merely told the word and not required to sound it out. This deviation in the program would cause considerable problems for a slower or younger children. However Clarence's relative capability and imagination make this deviation feasible.

INDENTIFICATION FIGURE TESTS

December 1964

Early in November Clarence was given the Identification Figure Test. The results showed strong suicidal tendencies. If Clarence could be anyone in the world, he would choose to be John Kennedy, because look where he is now." If his house were on fire, he would stay inside because if anyone were killed he would want it to be himself. Thirdly if a doctor told him he had six months to live, he would like to be himself rather than someone else.

During this period he continued to work on simple phonics and writing and has progressed rapidly. His relationship with Mrs. Anchel appears to be improving.

MEMORY

There is little doubt that Clarence has no organicity. He appears to be remembering a large number of things which he had previously been taught in school. For instance he remembers time and being taught to tell time even though he could not

tell time earlier in the year. He can guess at the meanings of the vocabulary words better than the rest of the children in the Guild School. Shen Mrs. Anchel asked, "What is a cub?" he said, "A cub is a young cow." At least he seemed to have the meaning of young animal. He seems to be remembering more and more of his previous experience and now says, "Oh,I remember, I learned that at school." Mrs. Anchel feels this is a function of his changing attitude. Clarence no longer seems to feel the need to be so desparately hostile and negative towards his learning, and he is now beginning to make use of the things he had repressed from the past.

One problem which arose with Clarence was talking animals in childrens' stories. He was very confused and frustrated after being read childrens' fantasy stories in which animals talked. The same is true for other children in the Guild School. It seems it is particularly difficult for blind children to accept the notion that animals talk in stories and not in reality. This appears in part to be related to their inability to differentiate between fact and fantasy. The stories were converted into people stories, substituting human names and changing an incident here or there to humanize them. This seems to prevent the confusion.

January 1965

Clarence was assigned to the dot 5 contractions over the holidays. When he arrived on Monday he said he had not studied. However, Mrs. Anchel said, "Let's see how much you know, Clarence" and went through all of the dot 5 contractions. He did them very well and Mrs. Anchel told him he was very good. He began to sing. He sang one hymn and Mrs. Anchel joined him. Together they sang a second hymn and finally a third. At the end of the third Clarence said, "Don't you think we're fooling around too much. Let's get to work." Mrs. Anchel said, "Since you are doing so well we can afford to fool around a little bit."

However, they did get to work again on the dot 5 contractions and Clarence said to her, "Think of a funny one." Mrs. Anchel said, "I can't think of a funny one right now." Clarence said, "I can't either, but you think because you have a much better head for funny ones than I do."

From our vantage point it appears that this is a change in Clarence's attitude. He is not only cooperative, but he seems to be quite proud of the things that he does. He has gone out of his way to show his writing to the other teachers and appears to be very pleased with the progress he is making outside school. One factor was his baptism. Before the baptism Clarence used to be annoyed with John. The reason appeared to be that John is basically a "good" boy and he wants to do his best. He was always asking whether he had done very well or not.

John's behavior points up Clarence's difficulties with the staff and children. Prior to the baptism, Clarence would hit John, call him names and annoy him. The day before baptism Clarence said to John, "I am going to give it to you now. It's my last chance. Tomorrow I'm getting baptized and I can't do that any more." Clarence used his baptism to rationalize his change in attitudes and the change from "bad boy" to interested student.

Teacher's Report February 1965

> "From October to February 1964, Mrs. Anchel saw Clarence for tutoring sessions. This has proved to be of immeasurable assistance to Clarence, not only from an academic point of view, but has served to be a for of therapy. It has helped take care of the following needs: 1) Clarence cannot work well in a group, he needs individual attention; 2) in a group, Clarence demands to be the center of attention; when Mrs. Anchel gives him this attention, he is somewhat less demanding for attention when he comes back to the group; 3) this supervised period gives him a chance to learn new material and review the work already taught each day; 4) it helps him increase his attention span; 5) it is helping him to accept responsibility, as each day he must complete a certain amount of work; 6) it has helped to give him a desire to develop his basic skills; 7) it has allowed him to use part of this period to talk about what troubled him. As of February, Clarence had learned the braille alphabet; the braille whole word contractions; the first seventeen dot 6 contractions; plus ar, ea, th, and ch and the as contractions. He has read several pre-primers and is now reading in a Grade 1 book. Mrs. Anchel has arranged for Clarence to get a braille watch and he is doing well at telling time. She also sent home a braille writer for homework."

March 1964

Clarence seems to have taken a great delight in writing sentences: "I am a tall boy," "I am a boy." When he was asked to write, "I have a mother" he stopped and said, "No, that is not true, I have two mothers." When the sentence to be done was "I have a father" he said, "No, I don't have a father." Mrs. Anchel explained to him that everybody had a father. He said that his father did not like him.

A little later he was to write "I like my mother." Clarence wrote by mistake, "Just like my mother," then said, "Oh, I would like to change that. What I mean to say is that I am just like my mother. Lots of people say that about me." The question was: which mother? Was it the good foster mother, or the bad mother who had deserted him?

When he was asked to write "I like my father," he said that he would not write that because it was not true. And then he finally wrote it simply to see if he could. Clarence's insecurity showed again when he was asked to write the statement: "People like me." He said, "That's not true."

The significance of this particular series of statements which are "I like this and that" and "I am this and that;" is the fact that Clarence does not complain about their shortness or simplicity. Earlier when Mrs. Anchel was giving Clarence short sentences he said, "What do you think I am, a baby? I want

long sentences." Now we find that Clarence has changed and that he is not concerned with short sentences. He is not so worried about his "secrets"--that he cannot read or that he is illegitimate. Some secrets have been revealed and he is accepted. He is now free to devote some energies to learning.

Mrs. Anchel feels that he is now affirming himself. All of these children seem to need to affirm themselves. They like to tell who they are, they like to tell what they are, all that is positive about themselves, they talk about "I am tall."

Clarence has been working on discrimination activies. In the program there are two important varieties. The first is discrimination by touch--for instance, ea can be confused with a.

The second form is discrimination of homonyms. The word cheap and the word cheep or dear and deer, and meat and meet cause problems. These problems seem to be somewhat simpler for Clarence than for the other children.

A number of discrimination exercises must necessarily relate to reversals--the ch-st, d-f, h-j, sh-m reversals should be included in all discrimination exercises. Clarence can express his difficulties clearly and asks to have them solved. He has a well-developed sense of direction and attempts are made to help him correct reversals by using large muscle movements to define direction of letters.

The discrimination problem arises where there is no sound difference between words but there is a meaning difference and also a Braille writing difference. For example, this difference occurs in the word 'four' and the word 'for.' The word 'for' is a contraction dots 1,2,3,4,5,6 six dots. The word 'four' is written 'f-(ou)-r'. Clarence seemed to have some difficulty in differentiating these. Mrs. Anchel completed this differentiation before going on to other words. Later she had difficulties teaching the word 'forty', which uses the contraction 'for' and adds 'ty' to it. Though Clarence has no difficulty reading those contractions he has a problem writing them in sentences such as "I went to the store for four apples." The problem primarily seems to be finding the correct meaning and then correcting transcription rather than sorting between differential stimuli. The difficulty is in response production, rather than making the same response to two differing stimuli. The discrimination exercises should concentrate therefore, after initial learning of meaning, upon the production using context as a clue.

Teacher's Report June 1965.

> "Clarence has been taught by a new method in the process of construction by Mrs. Anchel and Dr. Bloomer which attempts to teach contractions in an order that would prevent errors and reversals or confustion in the letters that feel alike but are in lower signs. C. has responded quite well to this system. He can remember discrimination exercises and often doublechecks and corrects his own errors. He still has some difficulty with

n, sh, f, h, and d. His reading was on two levels: 1) practice on reading words with sentences he was taught in the system; 2) reading stories in a primer that contained words not in planned sequence. This primer reading was essential as Clarence was impatient with the limited reading vocabulary and wanted stimulation of story content. At this time C. has finished reading "New Friends and Neighbors," Volume III. His reading speed is quite good and his comprehension is excellent. He has some difficulty with new words. He is reluctant to struggle with them and annoyed that he is not instantly successful. He will try to think of some way that the teacher will feed him words quickly and save him the struggle and the recognition of his inability. He has difficulty sounding out the word phonetically. He has particular trouble with blends. The difficulty with blends has somewhat decreased with a series of exercises which combine them orally with written exercises. He also has difficulty with the written words, as his speech has many mispronunciations and lack of final consonants. The written word therefore does not appear familiar to him. C. has a wonderful ability to discriminate the braille cell formations and to retain what he has been taught. His greatest difficulty is in his attitude toward the adult and the material. He responds to praise but is still suspicious of the adult. After success he will behave in such a way that he proves again that he is difficult and not nearly so compliant or good as the adult thinks he is. Recently he has begun to respond less provocatively in a teaching situation with adults other than his teacher.

Writing. C.'s writing technique is good. He has a tendency to bang on the braille writer and he needs more practice in writing without adult supervision.

Spelling. C. has improved in spelling. He now makes more of an attempt to listen to the word and figure it out.

Emotional Control. C. is very attached to the school and the children. He still worries about whether he will be permitted to stay, but no longer threatens to behave in such a way that he will be expelled. The changes in attitude have created considerable amount of trust and have allowed him to concentrate and put his energies into academic achievement, clay work, working with the arts and crafts materials. He concentrates less on his position in school and more on his interest in natural phenomenon and science experiences. He still has trouble accepting limits. He will try to compete for the teacher's attention

of the group. He will try to manipulate one adult against another. He will also insist that plans and special privileges have been made for him that never were. He is able to work for short periods of time independently but is clever in creating either situations or conversations that are intriguing to the adult so that he is never really alone. His need for contact is so great that he would be unable to function in a larger group. C. has become a little more open about the events of his family, but prefers that the teacher not know about these events."

In September 1965 Clarence returned to the normal activities of the Guild School. His teacher continued to give him reading lessons within the program, concentrating upon the multiple symbol contractions and following the pattern established for the lessons in the program.

Clarence's concentration for the 1965-1966 school year was in sculpture, for which he showed considerable talent, to the point of having a one man show at the Guild School.

His personal relationships with parent and children continued to improve.

Below is the teacher's report of the year's activities:

FOLLOW-UP

Teacher's Report June 1966

"C. is reading at fourth grade level. His comprehension is excellent and his memory of the story is exceptional. He does not have enough confidence in his reading ability. When he has to sound out a new word it is still a struggle between the teacher and C., although it is felt by the teacher that he is quite capable of doing so. C. has learned new contractions. These have introduced as C. comes across them in books. He then writes words containing part-word contractions that he does not know. He catches on immediately. He

still needs practice in the 4-5-6 initial letter contractions and in 5-6 and six final letter contractions. His writing has become very imaginative and creative. His stories are very well thought out but he does become involved in minor details. C. becomes frustrated with his limited writing vocabulary. He has a habit of writing a story and reading it before he will braille the next one. The teacher has reminded him constantly to write his story and then re-read it. When he gets over the fear of being wrong, he will gain more confidence in this area.

C. is very sociable and enjoys talking to adults because the other children are more limited socially than he is. He is very aggressive with people he knows and this at times becomes a hindrance to C. He likes to be the center of attention at all times and actively competes with other members of the class. However, he has a very good understanding of the childrens limitations and will defend them if he feels they have been wronged. He has come a long way in emotional adjustment. He is less negative and more self-confident. He will confide in his teacher as well as to the teacher in the other group and does not have "secrets" anymore."

FOLLOW-UP SECOND YEAR

Teacher's Report May 1967

"Clarence did not know how to read or write at the time of his admission to the Guild School. He now reads on the fifth grade level. He reads slowly but his comprehension is excellent, both in oral and silent reading. He has difficulty discriminating between m, sh, u and the ing signs. He has finished "More Times and Places," Grade 4-2, the True Book series, and is currently reading in the Reader's Digest Skill Builder, Grade 6. He enjoys reading. His major interest is in science, particularly nature study and bird lore. C. uses the braille writer and the slate and stylus.

Spelling. C. has a good memory for spelling but he often has difficulty when he has to figure out a new word. He needs more practice in spelling.

Composition. C. is able to write short compositions based on his reading and his experiences.

Emotional Control. C. relates more to children than to adults. He often wants the adults' attention. His outstanding improvement in the past three years has been his ability to accept the limits set by the school and the authority of the adults. This has enabled him to concentrate on his academic work and acquire new skills. It is our opinion that would offer him intellectual and social stimulation appropriate to his age and achievement."

In September 1967 Clarence entered a school for the blind and was placed in the sixth grade. The school reports no major problems and satisfactory academic progress. Reading and comprehension skills continue to improve.

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A Progressive Part Braille Program for Teaching Educationally Handicapped Blind Students

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Part II

Workbook for A Braille Reading and Writing Program

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by

Richard H. Bloomer, Ed. D.
University of Connecticut

Marie Anchel, M.A.
The Jewish Guild for the Blind

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The Jewish Guild for the Blind
1880 Broadway, New York, N. Y. 10023

The following rules have been taken from "Teachers Guide to Braille in Brief", Library of Congress 1968 with the permission of the author, Bernard M. Krebs, B.S.S.

Each lesson plan indicates the rules to be followed. For more detailed rules for braille writing, The teacher can use an instruction manual for braille transcribing.

1. WHOLE-WORD CONTRACTIONS:

A. When the letters of the alphabet stand alone they represent whole words. Ex.: d do,
g go, s so, u us, y you, etc.

B. Alphabet contractions are used when they are followed by an apostrophe in familiar words. Ex.: c't can't, y'll you'll, etc.

C. Alphabet contractions are used when they are separated by the hyphen in a compound word.
Ex.: happy-g-lucky happy-go-lucky, hair-d hair-do, etc.

D. The whole-word contractions sh shall, th this, wh which, ou out, st still, and ch child are used when they stand alone, when they are followed by the apostrophe in familiar words, and when they are separated by a hyphen in a compound word. Ex.: ch's child's, st-life still-life, etc.

2. SHORT FORM WORDS

A. Short-form words can be used when they stand alone.
Ex.: gd good, yr your, etc.

B. Short-form words can be added to if they keep their original meaning and if none of the letters are changed. Ex.: rcvd received, gds goods, etc.

3. PART-WORD SIGNS

Part-word signs can be used in any part of the word.
They are: ch, gh, sh, th, wh, er, ou, ow, st, ar, and, for, of, the, with, en, in. Ex.: ch/ arm, ghost, shaved, former, other, intend, etc.

4. JOINED WORDS

The following words can be written without a space between them: and, for, of, the, with, and a. Ex.: He came with a girl and with a boy.

5. FINAL-LETTER CONTRACTIONS

A. The contractions ing and ble can be used in the middle or at the end of a word only. They cannot begin a word. Ex.: sing, ging/er, problem, able, etc. Not in: ingrown, blemish, etc.

B. Final-letter contractions can be used in the middle or at the end of a word only. They cannot begin a word. Ex.: dance, found, count, city, Sally, etc. Not in: lesson, fulfill, etc.

6. The contractions ea, bb, cc, dd, ff, and gg can be used in the middle of a word only. They must never begin or end a word. Ex.: mean, rubb/er, accept, address, effect, eggs, etc. Not in: eat, idea, ebb, add, cliff, egg, etc.

7. The contractions be, con, and dis can be used when they are the first syllable of a word only. They can be used after the hyphen in a compound word, and at the beginning of a line in a divided word. Ex.: began, conduct, disagree, well-be/ing, self-control, self-displeasure, etc.

8. The contraction com must be used at the beginning of a word only, or at the beginning of a line in a divided word. It does not have to be a syllable. Ex.: come, comb, common, etc.

9. The whole-word lower signs be, enough, were, his, in, and was must stand alone as whole words. They cannot be used as part of a word or when they are next to punctuation marks. Ex.: He was in his room "Were you in?"

10. The contractions to, into, and by must be written close up to the word that follows. Ex.: He is to go into town by train.

11. Initial-letter contractions can be used in any part of a word if they keep their original sound. Ex.: clever, fatherly, Sunday, words, etc. Not in: fever, launder, sword, etc.

12. NUMBERS

A. The letters a-j are used for numbers. The number sign ⠼ (dots 3-4-5-6) is used to show that the letters which follow are to be read as numbers. Ex.: ⠼⠁ (dots 3-4-5-6 a) 1, ⠼⠃ (dots 3-4-5-6- b) 2, ⠼⠉ (dots 3-4-5-6 c) 3, ⠼⠙ (dots 3-4-5-6 d) 4

⠼⠑ ⠼⠋ ⠼⠛ (dots 3-4-5-6 e f g) 567.

B. The dollar sign ⠈⠎ (dots 2-5-6) is used before the number sign, and a decimal point ⠲ (dots 4-6) is used before the decimal part of the number. Ex.: $2.50.

C. The fraction line ⠸⠌ (dots 3-4) is used between the numerator and the denominator of a fraction, and a hyphen (dots) 3-6 is used to separate the whole number from the fraction in a mixed number. Ex.: 1/2, 92 1/4.

13. The ellipsis ⠲⠲⠲ (dots 3, 3, 3) shows a break in thought or omitted words. Ex.: He is a . . . man.

14. The italie sign ⠨ (dots 4-6) is used to show emphazied words or words which are in a different type in ink print. If three words or less are italicized, one italic sign is used before each word. When more than three words are italieized, two italic signs appear before the first word and one italic sign before the last word to show the end of the italics. EX.:

Please go.

He was just as quiet as a mouse.

15. The accent sign ⠈ (dot 4) shows that a letter is written with an accent or other ink-print marking. Ex.: café, coördinate, etc.

16. LETTER SIGN

A. The letter sign ⠰ (dots 5-6) is used before a letter to distinguish it from an alphabet contraction and before two or more letters which might be mistaken for a short form word. Ex.: *X marks the spot. *Ab, the cave man.

B. The letter sign is also used before a letter which can be confused with a number. Ex.: Apart/ment 21b.*

17. The asterisk ⠐⠔ (dots 3-5, 3-5) is used to show that a note is either at the foot of the page, at the end of the volume, or at the end of a paragraph.

18. CAPITAL SIGN

A. The capital sign ⠠ (dot 6) is used before a letter to indicate that it is capitalized. Ex.: I am Bill.

B. The double capital sign ⠠⠠ (dots 6, 6) indicates that all the letters of a word are capitalized. Ex.: ROMEO AND JULIET.

19. Abbreviations for weights, measures and foreign money and special symbols and book references all appear before the number sign.

20. A paragraph always begins in the third cell of a new line.

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LESSON I

LETTER LEARNING

a

aa aaa a aaaa a aa

LETTER LEARNING

t

tt ttt t tt tttt t

REVIEW IN DEPTH

a aaa aa aaa a aaa

tt a t aa tt aa

BLENDING

a t

at

at tat at at tat

LESSON 3

LETTER LEARNING

b

bb bb b bbbb bbb b

REVIEW IN DEPTH

t ttt tt t tt t

tt a ba aa ab

BLENDING

b a t
bat

VOCABULARY

bat

tab

PHRASES OR SENTENCES

a bat

at bat

LETTER DISCRIMINATION

t a b a t a b

WORD DISCRIMINATION

bat at tab a bat

LESSON 4

LETTER LEARNING

m

mm mmm m mmmm mm

REVIEW

b bb bbb b bbb b

bm tm mb ma tm mb

BLENDING

m a t

mat

VOCABULARY

mat

am

mama

tam

PHRASES OR SENTENCES

a mama

a mat

a tam

LETTER DISCRIMINATION

mb bt tm tmb bmt

WORD DISCRIMINATION

bat tam at tab a mat

LESSON 5

LETTER LEARNING

l

lll ll llll lll l ll

REVIEW

mm mmm m mmmm mm m

la lt lt bl lm

BLENDING

a l l

all all all all

all tall ball mall

b l

bl bl bl bl

VOCABULARY

all

ball

tall

mall

malt

PHRASES

a malt

a ball

a tall mama

LETTER DISCRIMINATION

lb bl lbl bb lbb

WORD DISCRIMINATION

ball all malt

LESSON 6

LETTER LEARNING

g dot 1-2-3-4

ggg gg g ggg gggg g

REVIEW

llll l lll l ll ll

lg tg ga bg mg gt

BLENDING

t a g

tag

tag gag lag bag

PHRASES

a bag

tag mama

LETTER DISCRIMINATION

gbg bg bbg bgb

WORD DISCRIMINATION

bag bat gag ball tag

PHRASES FOR DISCRIMINATION

tag a tall mama

a tall bag

LESSON 7

LETTER LEARNING

i dot 2-4

iii ii iiii iii i ii

REVIEW

g gg gggg gggg g gg

gi ti im ib ia ai

BLENDING

i l l

ill

ill bill till mill

g l

gl

gl gl gl gl

VOCABULARY

big bit bib lit mitt

ill bill mill till

PHRASES

a big mitt

a bib

a big bıb

LETTER DISCRIMINATION

a i i a i a a

ai aai ia iai aai

WORD DISCRIMINATION

big bag bit bat

ill all bill ball

LESSON 8
Rule 1 A

CONTRACTION*

that dot 2-3-4-5

that tt that tt that that tt

DISCRIMINATION

that tall that tag that

PHRASES

that tall mama

that big ball

that big bat

bat that big ball

---

*Explain contractions in the simple sense that most letters have both a sound and a word.

LESSON 9
Rule 1 A

CONTRACTION

but dot 1-2

but bb bb but but bb

DISCRIMINATION

but bag but but big ball

LESSON 10

Rule 1 A

CONTRACTION

more dot 1-3-4

more mmm more mm more mm

DISCRIMINATION

more mama more mat more

PHRASES

more malt

more ball

LESSON 11
Rule 1 A

CONTRACTION

like dot 1-2-3

like ll like lll ll like

DISCRIMINATION

lag like tall malt like

PHRASES

like a bat

like tag

like a tall mama

like more malt

LESSON 12
Rule 1 A

CONTRACTION

go dot 1-2-3-4

go ggg go gg go ggg

DISCRIMINATION

big go gag go bag go

PHRASES

go bat that ball

go tag mama

go bat that big ball

LESSON 13
Rule 18 A

CAPITAL SIGN - dot - 6

. dot six

DISCRIMINATION

i	I
A	a
b	B
T	t
m	M

Bill bill I Tim

PHRASES

big Tim

ill Bill

LESSON 14
Rule 18 A

CAPITAL AT BEGINNING (dot six)
of A SENTENCE

PERIOD AT END (dot 2, 5, 6)

(One line of period sign)

SENTENCES-

I am tall.

I am big.

I like that ball.

I like more malt.

I like Bill.

I bat that big ball.

I am ill.

LESSON 15

LETTER LEARNING

s - dots 2-3-4

ss sss ss ssss ss sss

REVIEW

i ii iiii i iiii ii

si sg ms sb ts

BLENDING

s a t

sat

sat Sam sag sat

s c

sc sc sc sc

sc at

scat scab scat

s l

sl sl sl sl

sl am

slam slab slim slit

s m

sm sm sm sm

sm all

small small

LESSON 15
2

VOCABULARY I

sat	sit	gas	lass	glass	
miss	small	slim	slam	sits	lags

VOCABULARY II

bat	bats
mat	mats
ball	balls
bag	bags

SENTENCES

Sam tags Bill.

Bill bats a ball but Sam sits.

I like that small bag.

I miss Bill.

LETTER DISCRIMINATION

slt	tls	stl	lts	tsl	lst

WORD DISCRIMINATION

sat	lass	sit	slam	slit

CONTRACTION Rule 1 A

so

small	so	sit	so

SENTENCES FOR DISCRIMINATION

A small lass sat

I like more salt.

I am so small.

Tim is so tall but Sam is so small.

I miss mama.

Mama is so slim.

Sam tags Tim.

LESSON 16

LETTER LEARNING

r dots 1-2-3-5

rr rrr rrrr rr r rr

REVIEW

ss ss s ssss ss

rs lr mr rm sr

BLENDING

r a g

rag

rag ram rat

t r

tr tr tr tr

tr im

trim trill trim

g r

gr gr gr gr

gr ill

grill grit grab grim

b r

br br br br

br ag

brag brim brat brass

LESSON 16
2

VOCABULARY

rag	rib	rat	ram	grab	rill
brag	girl	trim	rim	brat	grim
brass	grit				

SENTENCES

All rams like grass.

I grab that bag.

Mama grills ribs.

LETTER DISCRIMINATION

rlt	trl	rlt	ltr	lrt

WORD DISCRIMINATION

grill	grab	gills	brags
grab	trill	rats	brags

CONTRACTION Rule 1 A

rather

rag	rather	rib	rather	rat

LESSON 16
3

SENTENCES FOR DISCRIMINATION

Tim is rather tall.

Mama is rather small.

That slim girl is Miss Bass.

I rather like that big tam.

Mama grabs Tim.

LESSON 17

LETTER LEARNING

d - dots 1-3-4

dd ddd dd dddd d dd

REVIEW

r rrr rr rr r rrr

ds bd rd dt dg

BLENDING

d a d

dad dad dad dad

dad Dan dad dad Dan

d r

dr dr dr dr

dr ill

drill drag drab drill

VOCABULARY

dad did dig dim sad bad

rid lad mad glad drill drag

drab lid bid dirt

LESSON 17
2

SENTENCES

Dad did drill.

A bird did trill.

Sam is a bad lad.

Dad is sad but mama is glad.

LETTER DISCRIMINATION

tdg gtd tgd dgt gdt dtg

WORD DISCRIMINATION

dig glad drag grid grit

CONTRACTION **Rule 1 A**

do

did do dig do drag

SENTENCES FOR DISCRIMINATION

Rams do like grass.

Dad did like that big bird.

Mama is glad that I like that girl.

Dad did drag Sam.

Sam is a bad lad.

LESSON 18

LETTER LEARNING

n - dots 1-3-4-5

nnn nn nnnn nn n nn

REVIEW

rrr rr rrr rr rrr

rn ns nl ng ni

BLENDING

a n

an an an an

an ran tan ban

n g

ng ng ng ng

s ang

sang bang rang

s n

sn sn sn sn

sn ag

snag snag snag

VOCABULARY

an ban ran tan bang rang

sang snag animal

LESSON 18
2

SENTENCES

A rat is an animal.

A small bird sang.

A girl ran.

LETTER DISCRIMINATION

tnd dnt tdn dtn ntd ndt

WORD DISCRIMINATION

tan dig tall tab ban

mad ran mat man nab

CONTRACTION **Rule 1 A**

not

not nab not nag

SENTENCES FOR DISCRIMINATION

I do not like that small ball.

Dan is not a tall man.

I am not so sad.

Mama is not so slim.

I do not like that bad man.

LESSON 19

LETTER LEARNING

c - dots 1-4

cc cccc cc ccc c cc

REVIEW

nn nnnn nnn nn n nnn

cb dc cn rc mr

BLENDING

c a b

c ab

cab cat cans

c l

cl cl cl cl

cl am

clam class clan clad

c r

cr am

cram crab crag

VOCABULARY

cab	call	cat	cans	magic
crag	crab	crib	class	clam

LESSON 19
2

SENTENCES

Dad calls a cab.

A cat is an animal.

I climb that crag.

Dad can call that cat.

LETTER DISCRIMINATION

mcb cbm bmc mbc cbm cmb

WORD DISCRIMINATION

cab	crib	cram	crab	cab
ball	clam	crib	crab	

CONTRACTION Rule 1 A

can

can	call	can	cans	cat

SENTENCES FOR DISCRIMINATION

Dad can do magic.

Do not bang that crib.

Mama did call a small cat.

That big cat ran but the small cat sat.

A rat is an animal.

A cat is an animal.

LESSON 20

LETTER LEARNING

k_ dots 1-3

kk kkk kk k kkk kk

REVIEW

ccc cc ccc cccc cc

ka lk gk ks dk rk

BLENDING

k i s s

kiss

kiss kids kill

c k

l ack

lack back sack sick lick

s k

sk ill

skill skim skid

VOCABULARY

kiss	tick	sick	Dick	sack
back	ask	lack	lick	silk
milk	tract	black	smack	skirt

LESSON 20
2

SENTENCES

Dick can kick that ball.

A cat can lick milk.

A sack is a bag.

Do not smack that bad cat.

LETTER DISCRIMINATION

lmk klm lkm mkl kml

WORD DISCRIMINATION

lick milk kill slick silk

kick lack back black

CONTRACTION Rule 1 A

knowledge

knowledge kiss knowledge kill knowledge kick

SENTENCES FOR DISCRIMINATION

A black cat licks milk.

Dad kicks a big ball.

Dick did not kiss mama.

I am not sick.

LESSON 21

LETTER LEARNING

h - dots - dots 1-2-5

hh hhh hh hhhh hhh

REVIEW

kk kkk kk kkk kkk

kh hs hk dh bh

BLENDING

h a t

h at

hat hat hat ham has hit

VOCABULARY

hid hill ham has hat hit

hang hall

SENTENCES

Dick has a hat.

That hat has a brim.

I like that hat.

Dick did not like ham.

LETTER DISCRIMINATION

drh hrd rdh hdr dhr

LESSON 21
2

WORD DISCRIMINATION

ham	rid	ram	rid	hid
sat	hill	hat	hill	did

CONTRACTION **Line 1 A**

have

have	ham	have	hang	have	hit

SENTENCES FOR DISCRIMINATION

I have a small black cat.

That cat did lick milk.

That cat hid.

I did not hit that small cat.

I have a small ball.

The small black cat did like that small ball.

LESSON 22

LETTER LEARNING

o - dots 1-3-5

oo ooo oo oooo ooo oo

REVIEW

hh hhh hh hhh hh

oh ht th ol lo

BLENDING

t o n

ton

ton son ton son

VOCABULARY

Bob	mob	rob	sob	got	lot
hot	slot	doll	dog	hog	log
rod	lock	sock	rock	clock	
toss	loss	moss			

SENTENCES

A small girl has a doll.

That brass clock did not tick.

A hog is an animal.

Tom did not sit on a log.

Tom sat on a rock.

LESSON 22
2

LETTER DISCRIMINATION

srot	tsor	orts	rtso

WORD DISCRIMINATION

socks	rot	rocks	trot	sod
toss	ton	tot	rod	docks

SENTENCES FOR DISCRIMINATION

I am sad.

Dogs can roll on hills.

Mama sits on grass.

Bob has silk socks.

A doll sat on a cot.

I can toss a ball.

Dick can drag a big log.

LESSON 23

LETTER LEARNING

p - dots 1-2-3-4

pp ppp pp pppp ppp

REVIEW

oo ooo oooo ooo

php dp pc cp ph

BLENDING

p a t

pat

pat pit pan pot

p l

pl pl pl pl

plop plot plan plod

s p

sp sp sp sp

spank split spot spill

p r

pr pr pr pr

pram prick prim

LESSON 23
2

VOCABULARY

pan	pit	rap	tap	pick	pram
top	tip	lip	sip	pocket	
sap	nap	lap	prick	damp	lamp
limp	snap	trip	trap	picnic	pig
hip	hop				

SENTENCES

A hog is a pig.

A cap is a hat.

I can split a log.

Do not spill milk.

LETTER DISCRIMINATION

dptb btdp tpdb bptd tdbp

WORD DISCRIMINATION

pat	pit	pad	top	pot
pod	dip	top	pop	pat

CONTRACTION Rule 1 A

people

pill	people	pat	people	pot	people

LESSON 23
3

SENTENCES FOR DISCRIMINATION

People like hot dogs.

People can have picnics.

A pot has a lid.

People drank soda pop.

Dad lit a lamp.

Mama has a damp mop.

LESSON 24

LETTER LEARNING

y dots 1-3-4-5-6

yy yyy yyy yyyy yy

REVIEW

ppp pp ppp pppp ppp

yp py dp cp pk

BLENDING

y a m

yam

yam yip yam

b a b y

baby

baby lady happy Billy

VOCABULARY

yam	yip	happy	hilly	salty
grassy	boy	toy	rocky	Billy
silly	lily	silky		

SENTENCES

I have a toy.

Mama sits on a grassy hill.

That small dog did yip.

Ham is salty.

LESSON 24
2

LETTER DISCRIMINATION

nhy ynh yhn nyh hyn hny

WORD DISCRIMINATION

hilly yank yam

CONTRACTION **Line 1 A**

you

you yam you yank you

SENTENCES FOR DISCRIMINATION

You can have a snack.

A yak is an animal.

I am happy that a lamp is lit.

That hill is rocky.

I am a silly boy.

LESSON 25

LETTER LEARNING

e

ee eee eeee ee

REVIEW

yyy yy yy yyyy yy

ey eo pe ep oe

BLENDING

b e l l

bell

bell tell sell

l e t

let

let leg lot lip lap

VOCABULARY

bell	tell	bet	yet	yes	leg
help	messy	Betty	dress	pretty	egg
let	met	set	pet	neck	get
yell	deck	belt	pelt	belly	

LESSON 25
2

SENTENCES

Dick rang a bell.

Dad can let you help.

Go tell mama that I can go.

A small bird can peck.

LETTER DISCRIMINATION

iace eaio oiae oeai aoei

WORD DISCRIMINATION

bill	ball	bell	toll	till
tell	tall	till	ball	bell
pit	pat	pot	pit	pet

CONTRACTION Rule 1 A

every

every egg every tell

SENTENCES FOR DISCRIMINATION

Every lad can pet a dog.

Do not tell Tim that I met you.

A mama bird sat on a small egg.

LESSON 26

LETTER LEARNING

v

vv vvv vv vvvv vv

REVIEW

ee eee eeee eee ee

vp ev kv pv vk

BLENDING

v a n

van

van vat van

VOCABULARY

van vat ravel travel

SENTENCES

I travel on a tram.

You can travel on a van.

LETTER DISCRIMINATION

vp pv ppv vpv pvp pv

WORD DISCRIMINATION

van pit vat pan

LESSON 26
2

CONTRACTION Rule 1 A

very

very van very vat

SENTENCES FOR DISCRIMINATION

Bess is a very pretty girl.

People are very happy.

Dick has a very sick pet.

I travel on a very big van.

Vicky did visit Victor.

LESSON 27

LETTER LEARNING

x - dots 1-3-4-6

xxx xx xxxx xx xxx

REVIEW

vv vvv vvv vvvv vv

vx ex xb bx xe

BLENDING

t a x

tax

tax tax tax

VOCABULARY

box tax taxi vex ox

six mix box lax mix

SENTENCES

You can sit on a box.

An ox is a very big animal.

Dick did call a taxi cab.

LETTER DISCRIMINATION

kxk xxk kkx kxx xkk xkx

WORD DISCRIMINATION

tax tacks six sick

CONTRACTION Rule 1 A

it

it ax it it tax mix it

SENTENCES FOR DISCRIMINATION

It is not a box.

It is a bag.

Six boys did get sick.

LESSON 28

LETTER LEARNING

w - dots 2-4-5-6

www wwww ww www ww

REVIEW

xxx xx xxx xx xx

ew vw wv xw we

BLENDING

w a l l

wall

wall well wig wag

s w

sw sw sw sw sw

swell swim swam

t w

tw tw tw tw

twill twig

a w

aw aw aw aw

paw saw raw

LESSON 28
2

VOCABULARY

wall	well	wisk	wig	won	
wet	wag	want	paw	walk	saw
raw	swim	swan	swam	swell	

SENTENCES

I saw mama wet that mop.

Dogs have paws.

Dogs can swim.

That dog has wet paws.

LETTER DISCRIMINATION

wrt trw rtw twr rwt

WORD DISCRIMINATION

wet	raw	twill	wit

CONTRACTION Rule 1 A

will

will	won	will	wag	well

SENTENCES FOR DISCRIMINATION

I will not walk on wet grass.

I do not want wet legs.

I will want a tag on my travel bag.

A swan is a bird that can swim.

LESSON 29

LETTER LEARNING

u - dots 3-4-6

uuu uu uuuu uu uuu

REVIEW

ww ww wwww www ww

uw wu xu yu ux

BLENDING

u p

up

cup sup pup

VOCABULARY

mug	rug	tug	lug	dug
hull	bull	cut	hut	nut
duck	luck	suck	run	tub
rug	bug	mug	puppy	lucky

SENTENCES

A duck is a bird that can swim.

A puppy is a small dog.

Hug that puppy but do not hurt it.

That puppy is very hungry.

LESSON 29
2

LETTER DISCRIMINATION

utnpy tnuyp punyt tpynu

CONTRACTION Rule 1 A

us

us up us sup us nut

SENTENCES FOR DISCRIMINATION

People like nuts.

Do not mix us up.

A puppy can run on a hill.

That cup is very pretty.

LESSON 30

LETTER LEARNING

f

ffff fff ff fff ff

REVIEW

uuu uu uuuu uuu uu

uftl butl xuyt uwlt tluw

BLENDING

f a n

fan

fan fun fit fig fog

f l

fl fl fl fl

flop flip flit flag flask

f r

fr fr fr fr

frill Frank frisky

VOCABULARY

fat	fall	fan	fit	fill	fir
fur	fell	fun	full	fig	lift
raft	gift	sift	if		

SENTENCES

A man can lift that box.

I pet a fat frisky pussy cat.

A bunny is a furry animal.

I can fall if I run on a wet rock.

LETTER DISCRIMINATION

fdhgm mgdm dhmgh gmfhg

WORD DISCRIMINATION

fig fad huff flog muff

CONTRACTION Rule 1 A

from

fill from full fit from

SENTENCES

Dan fell from that big rock.

Bob will get a gift from Frank.

That dog will drink milk from a mug.

You can have a flag from that box.

LESSON 31

LETTER LEARNING

j - dots 2-4-5

jjj jjjj jjj jj jjj

REVIEW

gg gggg ggg gg ggg

gjvs sjvg jgsv vsgj

BLENDING

j o b

job

job jot jog job

VOCABULARY

jab Jack jelly jam job

jet jog jaw Jim

SENTENCES

I can do that job.

Jack will have jelly on a bun.

Jill will have jam on a roll.

LETTER DISCRIMINATION

fdgj jgdf fjdg jddf

WORD DISCRIMINATION

jog tog jig dig

CONTRACTION Rule 1 A

just

just jams jelly just jig Jan

SENTENCES FOR DISCRIMINATION

Jack wants just jam on a roll.

Jim did not have a job.

I do not like fig jam.

LESSON 32

LETTER LEARNING

q - dots 1-2-3-4-5-6

qqq qq qqqq qqq

REVIEW

ww wwww ww www www

wyfu wufy yfuw ywuf

BLENDING

q u a c k

quack

quack quit quack

VOCABULARY

quack quilt quiet quit

SENTENCES

A duck will quack.

Mama has a silk quilt.

LETTER DISCRIMINATION

gkq qgk kqg gqk kqg

WORD DISCRIMINATION

quilt kill get quack

CONTRACTION Rule 1 A

quite

quite quick quite quite

SENTENCES FOR DISCRIMINATION

I am quite fat.

Mama will get a silk quilt.

That duck will quack.

That is a very quiet clock.

I will quit it.

LESSON 33

LETTER LEARNING

z - dots 2-3-4-6

zz zzzz zzz zz zzz

REVIEW

jj jjj jjjj jjj jj

jqzc bqzj uqzb dqbz

BLENDING

z a g

zag

zag zip zag

VOCABULARY

zag jazz zip quiz buzz

dizzy zag

SENTENCES

A zebra is an animal.

A zebra is a wild animal.

Zoos have zebras.

LETTER DISCRIMINATION

syoz zyos yozs ozys

LESSON 33
2

WORD DISCRIMINATION

dizzy zebras zags zoos

CONTRACTION Rule 1 A

as

as zip as zag as

SENTENCES FOR DISCRIMINATION

Jack is as tall as a man.

I can zip it up.

LESSON 34

Rule 2 A

SHORT FORM WORDS

across	acr
also	al
him	hm
himself	hmf
its	xs
little	ll
myself	myf
quick	qk
quickly	qkl

SENTENCES

I can do that myself.

I will not let that little baby fall.

You can help him get up.

Tom also helps himself get up.

That little bird hops on its little legs.

Let us quickly run up that hill.

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LESSON 35
Rule 11

CONTRACTION

time - dot 5 t

DISCRIMINATION

time at time that get

VOCABULARY

time times timid timer

SENTENCES

tjat bus is not on time

It is time that Dad lets him go on a trip.

Tom bats that little ball two times

A timer is like a clock.

Lesson 36
Rule 11

CONTRACTION

mother - - dot 5m

DISCRIMINATION

mother more mama mother mothers

SENTENCES

Mother wants more milk from that little mug.

Jack will hug mother.

Mother tells Dad that Jack wants him.

Lesson 37
Rule 11

CONTRACTION

lord - dot .5 L

DISCRIMINATION

lord lily lord silly lord

SENTENCES

Lord help us all.

Lesson 38
Rule 11

CONTRACTION

some - dot 5 s -

DISCRIMINATION

some is so some sis

VOCABULARY

somebody sometimes

SENTENCES

Sometimes a cat will catch a rat.

Some mothers can not run very quickly.

Somebody willl help him up that hill.

It is so hot that some people will swim across that little pond.

Some mothers do not like big dogs.

Lesson 39
Rule 11

CONTRACTION

right - dot 5r

DISCRIMINATION

right rather rat rag firm

VOCABULARY

fright bright

SENTENCES

Tom is rather bright.

I can put it right on that box.

Mother is so right.

Lesson 40
Rule 11

CONTRACTION

day - dot 5 d

DISCRIMINATION

day dad do day did

VOCABULARY

days daytime holiday Sunday

Monday Tuesday Friday Saturday

SENTENCES

Some day mother will have more time.

Sunday is a holiday.

Dick calls Mother every Saturday

Dad can help him on Saturday.

Monday is a very busy day.

Lesson 41
Rule 11

CONTRACTION

name - dot 5n ;

DISCRIMINATION

name no name on name

VOCABULARY

Names names

SENTENCES

Mother will name that little baby on Sunday.

Some dogs do not have names.

I named him Jim.

Lesson 42

Rule 11

Contraction

know - dot 5 k

Discrimination

know kiss knowledge know kick

Vocabulary

knows known

Sentences

I know that name.

Mother knows that you can run very quickly.

Some day you will know him.

It is known that mother is very little.

Lesson 43

Rule 11

Contraction

here - dot 5 h

Discrimination

here has have here hall

Sentences

Mother can sit right here.

You can go across right here.

Here is that little girl that you know.

Some people like it here.

Lesson 46

Rule 11

Contaction

one - dot 5 o

Discrimination

one on one son one

Vocabulary I

bone cone phone tone

honey money done alone

Sentences

Mother wants a little honey on a roll.

One day I will have some money.

That dog wants a bone

Dad phones Mother every Friday.

Short Form Words

oneself - dot 5,of

Lesson 45

Rule 11

Contraction

part - dot - 5p

Discrimination

part pop people part pup

Vocabulary

parts depart apart

Sentences

People depart on a bus.

That little puppy will pull it apart.

Lesson 46

Rule 11

Contraction

young - dot 5 y

Discrimination

young you young yes sunny

Sentences

You knew some young people.

A puppy is a young dog.

A young dog is very frisky.

Lesson 47

Rule 11

Contraction

ever - dots 5 e

Discrimination

ever every egg ever sell

Vocabulary

never clever several

Sentences

Emma is never on time.

every one I know is very clever.

You will not ever run up that big hill.

Several people will want milk.

Lesson 48

Contraction

work - dot 5w

Discrimination

work will wet work works

Sentences

That work will never hurt you.

Mother works all day.

Dad will work part time on that job.

Lesson 49

Rule 11

Contraction

under - . dot 5u

Discrimination

under us up under bus

Sentences

I will walk under an ' brella.

Dolly is under that silk quilt.

Under us is a soft rug.

Lesson 50

Rule 11

Contraction

father - dots 5f

Discrimination

father from fill fathers

father

Sentences

Father is a very fat man.

Some fathers walk to work every day.

Father will fix that box.

Lesson 51

Rule 11

Contraction

question - dots 5q

Discrimination

question quite queston quiet question

Vocabulary

question questions

Sentences

Ask him just one question.

Do not question him.

Mother asks several questions.

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Lesson 52
Rule 3

Contraction

and - dots 1-2-3-4-6

Discrimination

and you and young and

Vocabulary

hand sand land band

candy sandy handy

lands hands bands

Sentences

You have a very young mother and a young father.

That young man jumps and lands on wet sand.

I know that Andy and Sandy want some candy and nuts.

Lesson 53
Rule 5A

Contraction

ing + dot 3-4-6 .

Discrimination

just ing fill ing jam

Vocabulary

sing ring cling bring spring

swings slings springs

ring ringing

sing singing

call calling

go going

set setting

let letting

Sentences

Jack is ringing a very little bell.

Mother will bring some jam and jelly.

Jill is going on a bus trip.

I will sit on that swing and sing.

Father is working on a job.

Lesson 54

Rule 10

Contraction

to dots 2-3-5

Discrimination

to father to form to

Sentences

Mother and Father like to sing.

Father is walking to work.

It is time to dress oneself.

Father will not have time to fix it on Friday.

Vocabulary

today td

together tgr

to-morrow tm

tonight tn

Sentences

We will all sit together.

Today is Monday and tomorrow is Tuesday

Father will want to fix it tonight or tomorrow

Lesson 55

Rule 4,3

Contraction

of dots - 1-2-3-5-6

Discrimination

of quite of quiet of

Vocabulary

sofa soft loft softly off

Sentences.

Some people sing rather softly.

It is quite all right to bring a bag of rolls.

I want a sack of candy and nuts.

Put that quilt on that big sofa.

Contraction

Comma dot 2

Discrimination

Comma but period comma little

Sentences

I want to pet a dog, a cat and a bunny.

Mother brings Father a roll, some jams and a mug of milk

Baby is going to have a bell, a doll and a big ball.

Father is not working on Saturday, Sunday and Monday.

Lesson 57

Rule 3 and 4

Contraction

the dots 2-3-4-6

whole word contraction

the

Discrimination

the that the and the

Vocabulary

then they them bother

brother other gather bathe

Sentences

That cat will not bother the dog.

They like to sit on the sofa.

They will run to you if you call them.

You can bathe the dog but the cat will not like it.

Short-Form Words Rule 2

themselves - the mvs

Sentences

Cats do not bathe.

They lick themselves.

Lesson 58

Rule 10

Contraction

by - dots 3-5-6

Discrimination

by just jam by Jack

Sentences

Jack just ran by.

You can walk right by the wall

By that time, Kim will not have a cold.

Lesson 59

Rule 3 and 4

Contraction

for - dots 1-2-3-4-5-6

Discrimination

for young for and for yell

Vocabulary

fork form forget forty

Sentences

Mother wants forty forks to bring to the picnic.

The young people will go for a swim.

The others will go for a long walk or sit in the grassy hill.

I will not forget to bring the hot dogs, the soda and the catsup.

Lesson 78

Vowel Sound a

au

Vocabulary

Auto fault sauce aunt

Sentences

It is not his fault that the automibile can not go up that hill.

The applesauce is very sour.

Your aunt has sharp ears and can hear a pin drop.

Vowel Sound e

Contraction

ea dot 2

Discrimination

ea every ea ever ea

Vocabulary I

meat meal heat beat earth

teach leash beach reach peas

ocean feather leather plaase

Vocabulary II

eat easy each east

pea tea sea plea

Sentences

Mother and father sat on the beach near the sea.

Mother has a hat with a feather, a leather bag and a string of glass beads.

Sentences

They watched some people picking up sea shells.

The heat made them very thirsty.

They ate peaches and drank cold tea.

Short Form Words

great grt

already alr

Sentences

It is a great day to stay on the beach and sun oneself.

It is already time for them to go on the train.

Lesson 80

Vowel Sound e

ee

Vocabulary

feel peel seem meet feet

teeth seek weep creep sheep

three bee see tree free

Sentences

The people on the street greet the king and queen.

Every week has seven days.

Seeds are planted in the warm earth in the springtime.

Vocabulary II

feet feat

reed read

flee flea

reel real

meet meat

see sea

Sentences

I will meet mother at the meat shop.

Dad sees us swimming in the sea.

It is quite a feat to jump six feet.

It is a real treat to see them do an Irish reel.

Lesson 63
Rule 3 and 1D

Contraction

st dots 3-4 - Rule 3

Whole Word Contraction

still - Rule 1D

Discrimination

still sing still sip still

Vocabulary

stag stall stamp stick stop
string struck strap strip
stroll west fast pest rest
past stand sting still stout

Sentences

August is the name of a month.
The sun sets in the west.
Sunday is still the best day to rest.
Sit still and I will hand it to you.

Short-Form Words - Rule 2

almost alm
first - f(st)
must - m(st)

Sentences

You must not run so fast or you will fall.
Mother is the first one to get up.
It is almost half past four.

Lessom 64

Rule 9

Construction

his - dots 2-3-6

Discrimination

his here his have help

Sentences

This Thursday is his birthday.

He will visit his mother and father for four days.

I will have his pet for that time.

His family will be very happy to have him visit them.

Lesson 65

Rule 1D and 3

Contraction

sh - dots 1-4-6 - Rule 3

Whole Word Contraction

Shall - Rule 1 D

Discrimination

shall mall shall ram shall

Vocabulary

shall ship shop shot shin

dish fish mash splash cash

shirt shrink shut shrug

Sentences

I shall put on a shirt and go to the pet shop.

In the shop, I shall get a gold fish.

I shall put the fish in a glass dish.

Some day I wish to go fishing from a big ship.

Short Form Words Rule 2

should - (sh)d

Sentences

I should shut the door.

Lesson 66
Rule 4
Rule 1D

Contraction

with dots 2-3-4-5-6

Discrimination

with quite with of with

Vocabulary

withstand within without withhold

Sentences

I shall not go with you to the shell shop.

Hit that ball with that bat.

Bill will fish with his fishing rod.

I would like to have a roll with jelly.

The plant can not withstand the cold.

Father can not do this job without his electric drill.

Lesson 67

Rule 9

Contraction

was dots 3-5-6

Discrimination

was jug was just was

Sentences

It was the Fourth of July.

Jack did not want to go out as it was very hot.

Jack was in his house with his mother, his father and his brother.

Every one was very busy all day.

Lesson 68

Rule 3

Contraction

ed - dots 1-2-4-6

Discrimination

ed and ed name ed

Vocabulary

bed red fed led sled shed

called kissed handed wanted

Wednesday ledge

Sentences

On Wednesday, I fed the animals.

Mother put the baby in his bed and kissed him.

Father filled that red jug with cold milk.

Ted was in his bed and slept all day.

Lesson 69

Rule 10 and 3

Contraction

ch - dots 1-6 Rule 3

Wole Word Contraction

child - Rule 1D

Discrimination

child stick every child still

Vocabulary

chop chat chin chest chap
watch catch match latch
couch touch itch chick
Christmas church

Sentences

Christmas is a happy holiday.
The church bells will ring on Christmas day.
Every child will want to touch the music box.

Short Form Words

children - (ch)n
much - m(ch)
such - s(ch).

Sentences

The children will have such a happy time on Christmas morning.
Grandma did not have much time to visit as Grandpa was in a hurry to go.

Lesson 70

Rule 9

Contraction

were dot 3 2-3-5-6

Discrimination

were go were get were

Sentences

They were riding on the bus.

You were almost going to fall, if I did not catch you.

They were getting him a watch for his birthday.

They were shouting but you talked very softly.

Lesson 71

Rule 3
Rule

Contraction

en dots 2-6 - Rule 3

Whole Word Contraction

enough - Rule 9

Discrimination

enough I enough child enough

Vocabulary

Seven ten pen men cents

chicken token England Eleven
sent send twenty seven

Sentences

Ten men and twenty women went on a trip to England.
They wanted plenty of chicken.
That candy costs ten cents in that shop.
A token costs twenty cents.

Short Form Words

friend fr - Rule 2

Sentences

Jim called in his friends.

Lesson 72

Route 1D
Rule 3

Contraction

wh dot 1-5-6 Rule 3

Whole Word Contraction

which Rule 1D

Discrimination

which some which sip which

Vocabulary

who whom what when

whim whip whistle whirl

Sentences

This is what I can do best.

I do not know when I can do that for him.

His mother could not tell which one was the best.

I must know whom to call when I want help.

I whistle to the bird.

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Lesson 73

Vowel Sound a

ay

Vocabulary

may way hay pay stay

clay away play bay lay

Sentences

Mother will pay ten cents for a clay pot.

May is the name of a month.

Pray to the Lord.

Dad will stay and chat with that man.

Today I will play with clay.

Short - Form words - Rule 2A

always alw

Sentences

It is not always sunny in the month of May.

Lesson 74

Vowel Sound a

ai

Vocabulary

pail sail wait maid mail

air fair tail train pain

Sentences

That cat has a very short tail.

Mother waits for the train.

On a fair day, the air is fresh.

The fair maid has very pretty hair.

Short - Form Words Rule 2 A

against ag(st)

braille brl

paid pd

said sd

Sentences

The man paid fifty cents for a pail of milk.

The milk maid said that milk was very fresh.

Blind people study braille.

Lesson 75

Vowel Sound a

a-e

Vocabulary I

mad made

can cane

Tap Tape

Pan Pane

Hat Hate

plan plane

cake sale tame date

make take came tame date

make take came tale

Sentences

Do not tap on a glass pane.

I listen to the tap of the cane.

Let us make a date for Saturday morning.

The maid made us some lunch.

I hate that old hat.

Vocabulary II

male mail

sale sail

tale tail

pale pail

Sentences

A mail man is a male.

Kate tells a tale about a tailor.

That sailing ship is for sale.

Lesson 76
Rule 3

Vowel Sound a

Contraction

ar - dots 3-4-5

Discrimination

ar who are whom ar

Vocabulary I

are arm car star hard

ear hear gear fear tear

January February March

Sentences

January and February are the coldest months of the year.

March is a windy and rainy month.

The stars are very far away.

Mars is the name of the nearest planet.

Lesson 76
Rule 3

Vocabulary II

car care

far fare fair

bar bare

star stare stair

par pare pair

Sentences

I do not care to stay in the car.

Mother pays the fare for all of us on the train to the fair.

People stare at the star of the play when she walks up the stairs.

Short form words. Rule 2A

declare dcl

declaring dclg

necessary nec

It is very necessary for blind people to study braille.

Lesson 77

Vowel Sound a

aw

Vocabulary

paw law claw awning dawn

saw jaw draw drawn raw

Sentences:

A dog has four paws.

A cat has sharp claws.

Dawn is the start of the day.

You will not get wet if you stand under an awning.

Lesson 78

Vowel Sound a

au

Vocabulary

Auto fault sauce aunt

Sentences

It is not his fault that the automibile can not go up that hill.

The applesauce is very sour.

Your aunt has sharp ears and can hear a pin drop.

Vowel Sound e

Contraction

ea dot 2

Discrimination

ea every ea ever ea

Vocabulary I

meat meal heat beat earth

teach leash beach reach peas

ocean feather leather please

Vocabulary II

eat easy each east

pea tea sea plea

Sentences

Mother and father sat on the beach near the sea.

Mother has a hat with a feather, a leather bag and a string of glass beads.

Sentences

They watched some people picking up sea shells.

The heat made them very thirsty.

They ate peaches and drank cold tea.

Short Form Words

great grt

already alr

Sentences

It is a great day to stay on the beach and sun oneself.

It is already time for them to go on the train.

Lesson 80

Vowel Sound e

ee

Vocabulary

feel peel seem meet feet

teeth seek weep creep sheep

three bee see tree free

Sentences

The people on the street greet the king and queen.

Every week has seven days.

Seeds are planted in the warm earth in the springtime.

Vocabulary II

feet feat

reed read

flee flea

reel real

meet meat

see sea

Sentences

I will meet mother at the meat shop.

Dad sees us swimming in the sea.

It is quite a feat to jump six feet.

It is a real treat to see them do an Irish reel.

Lesson 81
Rule 3

Vowel Sound e

Contraction

er dots 1-2-4-5-6

Discrimination

er quite er go er

Vocabulary

her error germ fern America

October November December September

summer winter sister

tall taller tallest

cold colder coldest

small smaller smallest

fair fairer fairest

Sentences

It is colder in the winter than in the summer.

Lesson 81

Brother and sister wear warmer hats and jackets in November.

In summer I can go swimming but in the winter I stay in the house and read braille.

Short Form Words

after af

afterward afw

altogether alt

herself h(er)f

letter lr

perhaps p(er)h

together tgr

Sentences

Perhaps you can learn to brailles a letter to your sister.

Your sister will read that letter to herself.

After reading your letter, your sister will send you an answer.

Altogether it will take three weeks for you to get an answer to your question.

Lesson 82.

Vowel Sound e

final e

Vocabulary

he me she we

Sentences

We will each eat one peach from the tree.

She never eats beets or peas.

Dad will meet me at the bus stop.

She needs twenty cents for a train token.

He is always late.

Lesson 83

Vowel Sound e

ew

Vocabulary

few pew stew new blew

crew ewer dew flew chew

Sentences

The dew makes the grass very wet.

Chew the meat from the stew very well.

Our new maid blew out the birthday candles.

He threw a few peanuts to the elephants.

Lesson 84
Rule 7 and 9

Vowel Sound e

Contraction

be dots 2-3

Discrimination

be bet be baby be

Vocabulary

be being begin behave beginning

Sentences

Please do not be late.

This is the first day that we begin on time.

Please behave yourself.

Short-Form Words Rule 2A.

Because	(be)c
before	(be)f
behind	(be)h
below	(be)l
beneath	(be)n
beside	(be)s
between	(be)t
beyond	(be)y

Sentences

We love to feel the grass beneath our bare feet.

Take a seat between us but do not begin to eat before we do.

This is the first time that we are behind them.

Do not be silly because you will be asked to leave.

Sit beside me, not behind me.

Lesson 85
Rule 2A

Vowel Sound e

ei

Short Form Words

either ei

neither nei

deceive dev

deceiving devg

perceive p(er)c

receive rev

receiving revg

Sentences

You will either receive a watch or a clock for your birthday present.

Neither mother or father will ever deceive me.

Lesson 86

Vowel Sound O

O

Vocabulary

so no open oh open

hello jello over oval cold

sold hold told fold hero

Sentences

I will go and say hello to him

Do not open that hot pot.

Oh dear, it is cold in here.

Mother told me to fold the blanket and put it on her cot.

You can either have jello or cake for dessert.

Lesson 87

Vowel Sound O

o ‾ e

Vocabulary

dot dote

cod code

rod rode

nose froze chose close broke

stove store shone alone broke

Sentences

Please read that note and answer it.

Do not leave a pot on a hot stove.

His nose felt frozen from the cold.

Close the box or the dove will fly away.

Short-Form Words Rule 2A

above abv

Sentences

The pilot plans to go above the clouds in his airplane.

Lesson 88
Rule 3

Vowel Sound O

Contraction

ow dots 2 4 6

Vocabulary

low mow sow row

owe own yellow owl

follow howl grown brown

Sentences

Brown and yellow are colors.

Owls and swallows are birds.

An angry dog will growl.

A lawn mower cuts grass.

Lesson 89

Vowel Sound O

oa

Vocabulary

boat coat oats float road

load broad roach coal

Sentences

In winter, I wear a hat and a coat.

The animals in the barn eat hay and oats.

The boat has a load of coal and iron in the hold.

We rode on a rocky road.

Goats and cows are farm animals.

Lesson 90

Vowel Sound O

oi

Vocabulary

oil soil foil broil

coin loin join choice loiter

Sentences

Mother boils the beets and broils the loin of pork.

She puts oil and lemon on the salad.

Join us for the meal but do not spoil it by spilling or shouting.

We have a choice of cake or pudding for dessert.

Short-Form Words Rule 2

Rejoice rjc

rejoicing rjcg

Sentences

We will rejoice when he comes back home.

Lesson 91

Vowel Sound O

oy

Vocabulary

toy boy oysters joy enjoy

destroy employ

Sentences

Oysters live in shallow water along the sea coast.

Some oysters have pearls inside them.

In Japan, boys and girls dive for pearl oysters.

Lesson 92

Vowel Sound O

oo

Vocabulary

too moon cool food

wool foot look took book

door floor root toot

Sentences

The doors and floors of the house are made of wood.

He loves to read a book about a trip to the moon.

The food is too cool to eat.

Short-Form Words Rule 2

afternoon afn

good gd

Sentences

This afternoon, we will look for a warm woolen coat with a hood.

We will have a good lunch.

Lesson 93

Vowel Sound O

oe

Vocabulary

too foe poetry shoe

Sentences

A foe is an enemy.

Man has ten toes and two feet.

A poet reads his own poetry.

Most shoes are made of leather.

Lesson 94

Vowel Sound i

i - e

Vocabulary

pin pine

spin spine

sit site

fin fine

win wine

spine lime life wife knife

pipe ripe knife shine dime

Sentences

His wife cuts a lime with a sharp knife.

He sits and smokes his pipe and drinks wine.

They have a fine time.

Lesson 95
Rule 3

Vowel Sound i

Contraction

gh dots 1-2-6

Discrimination

gh sip gh pass gh some

Vocabulary

laugh cough rough tough

ghost ghastly ghetto

night flight light sight

sigh high mighty daughter

Sentences

It is dark at night but light at dawn.

On Halloween night, we pretend to be ghosts and frighten our friends.

We sigh when sad and laugh when happy.

Lesson 96

Vowel Sound i

ie

Vocabulary

tie lie tried

niece piece sieze thief

Sentences

Give me a piece of bread and butter.

My niece is the daughter of my sister.

He has learned to tie his shoe laces.

Lesson 97

Vowel Sound u

u-e

Vocabulary

cut cute

tub tube

plum plume

cur cure

lute use rude flute

nurse purse curse rule

Sentences

You can learn to play the lute and the flute at the music school.

It is quite rude to curse.

I can drink milk with a glass tube.

Lesson 98

Vowel Sound u

ue

Vocabulary

sue true blue

fuel glue suet

Sentences

Coal is a fuel and we can burn it in a fire place.

Suet is an animal fat.

It is true that eyes can be either black, blue, or brown.

Lesson 99

Vowel Sound u

ui

Vocabulary I

fruit juice suit

Sentences

Orange juice is good for you and tasty.

Oranges, apples and grapes are fruits.

Vocabulary II

built build building guilty

Sentences.

I like to build with blocks.

I will make a tall building with my wooden blocks.

Your father built that little house.

The thief is guilty of stealing.

Lesson 100

Vowel Sound i

y

Vocabulary

my fry try cry sky

rye sky fly apply nylon

Sentences

My mother will fry a steak for me.

I will try to eat the rye bread with sweet butter.

My new nylon stockings tear very quickly.

Vocabulary II

sky skies

try tries trying tried

fry fries frying fried

cry cries crying cried

Vocabulary III

lady ladies

baby babies

enemy enemies

Part V - Punctuation, Cardinal Numbers
Part Word Lower Sign Contractions

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Lesson 101

Opening Outer Quotation Mark dots 2-3-6

Closing Outer Quotation Mark dots 3-5-6

Mother said, "Dorothy, please go to the store for me. I need some things for dinner."

"All right," Dorothy answered.

"Buy a quart of milk, a pint of sweet cream and a dozen oranges."

Dad called from the living room and said, "Do not forget the evening's paper".

"I hope that I can carry that much," Dorothy said as she shut the door.

Lesson 102

Question Mark dots 2-3-6

"Any one home?" Dorothy called as she opened the door.

"Was the store very crowded?" Mother said as she helped Dorothy with the packages.

"Did you remember the paper?" Dad asked.

"Thank you very much," Mother said. "You have been a real help."

"Will I have time to do my homework before dinner?" Mary asked.

Lesson 103
Rule 1B
Rule 1D

Apostrophe (') Dot 3

Vocabulary 1

dad's Bill's cat's boy's girl's

Mother's Father's brother's child's

Sentences

Today was my sister's birthday.

Father's present was a pearl ring.

Mother's gift was a chocolate layer cake.

Vocabulary II

cats' girls' fathers' boys'

Sentences

Some cats' tails are very short

That store sells boys' shoes, mens' hats and girls' coats.

Vocabulary III

is	not	isn't	
has	not	hasn't	
was	not	wasn't	
have	not	hav(en)'t	
can	not	can't	c't
it	is	it's	x's
it	will	it'll	x'll
you	will	you'll	y'll
you	are	you're	y're
let	us	let's	

Short Form Words Rule 2A

o'clock	o'c

Sentences

You'll go to bed at nine o'clock.

The children can't stay here as we haven't enough beds for everyone.

Don't forget that it's time to go to aunt's house as we haven't been there since last summer.

We'll have a good time at Bill's party.

Lesson 104
Rule 12

Number Sign - dots 3-4-5-6

one	number sign	a
two	"	b
three	"	c
four	"	d
five	"	e
six	"	f
seven	"	g
eight	"	h
nine	"	i
ten	"	j

Sentences

Bill's four sons live at 26 Broadway

All the boys in this class were born in 1958.

That car can travel at 110 miles an hour.

My little brother was born on July 14, 1968 at 11 o'clock in the morning.

Can you read the following numbers?

10 25 49 100 1,025 68

Lesson 105
Rule 12B

Dollar Sign ($) dots 2-5-6

Sentences

The doctor's fee was $10.

We'll pay $4 for that toy piano.

Can you afford $50 for a new coat?

Lesson 106
Rule 12B

Decimal Point (.) - dots 4-6

Sentences

"On May 12, 1968 I paid $50.98 for a red woolen coat," said Mrs. Smith.

Let's buy a box of candy for $1.50.

A braille slate and stylus cost $2.50.

Lesson 107

Abbreviations for Weights and Measures

Ounces oz number sign

pounds lb number sign

pints pt number sign

quarts qt number sign

inches in number sign

feet ft number sign

yards yd number sign

minutes m(in) number sign

seconds sec number sign

Sentences

The roasting chicken weighted 6 lbs. 10 oz.

That ruler is 12 in. long.

Mother will buy 4 yds, and 10 in. of silk for my new dress.

We'll arrive in New York in 20 min. and 5 sec.

He'll need 4 qts. of milk and 2 pts. of heavy sweet cream from the dairy farm.

Lesson 108
Rule 18B

Double Capital Sign dots 6-6

Sentences

The sign says, DO NOT ENTER.

The NEW YORK TIMES is a daily newspaper.

lesson 109

Opening Inner Quotation Mark dots 6,2-3-6

Closing Inner Quotation Mark dots 3-5-6,3

We'll listen to the band play 'America.'

I'm going to ask my teacher for the braille copy of 'Mary Poppins.'

The teacher asked "Can you sing the 'Star Spangled Banner"?"

Lesson 110
Rule 6

Contraction

bb dots 2-3

Discrimination

rub rubbed sob sobbed

Vocabulary

rubber sobbing cabbage ribbon

Bobby ribbed robbed bobbed

Sentences

Bobby put on his rubber boots and went outdoors.

"Tie your hair with a pretty ribbon," said Mother.

We like bobbing for apples on Halloween.

Little Bobby and big Bob love cooked cabbage.

Lesson 111
Rule 6

Contraction

gg dots 2-4-5-6

Discrimination

egg eggs big bigger

Vocabulary

baggage luggage jogging bragging

wiggle jiggle wriggle piggy

Sentences

Mother said, "Bobby, carry our luggage to the train."

Mother's baggage was too large to fit on the luggage rack.

Bobby and his mother went to the dining car.

They had egg sandwiches, cabbage slaw and eggnog.

Lesson 112
Rule 6

Contraction

dd dots 2-5-6

Discrimination

add adds odd odds

Vocabulary

Address puddle muddle middle

cuddle bladder Daddy huddle

Sentences

My address is 200 East Saddle Street.

Its easy to add with an adding machine.

Bobby jumped in the middle of the puddle but his rubber boots kept his feet dry.

At two o'clock the cowboys will jump in the saddle and ride the range.

The baby loves to cuddle his toy doggy.

Lesson 113
Rule 6

Contraction

ff dots 2-3-5

Discrimination

Cuff cuffs muff muffs cliff cliffs

Vocabulary

muffler difficult jiffy sniffle

waffle puffy effect traffic

Sentences

Father can afford to buy me a fur muffler so that I will not be cold and have the sniffles.

Let's order waffles and ice cream.

It's too difficult to climb up the cliffs in one afternoon.

Climbing so high will make me huff and puff.

Lesson 11
Rule 6

Contraction

cc dots 2-5

Vocabulary

accept success occur tobacco

accident occurred accepts access

Sentences

I will accept the job at Macy's.

Father puts tobacco in his pipe, lights it, and then takes a puff.

You could have an accident if you don't watch out.

Sister's concert was a great success.

Lesson 115

Explanation Point (!) dots 2-3-5

Sentences

"Hold my coat!" she said.

"Help!" he cried, "My right leg is hurt."

"Oh, dear!" Mother said. "Is it necessary to call the doctor?"

Lesson 116

Semicolon (;) dots 2-3

Sentences

Bobby loves all animals; his sister prefers flowers.

The cat has five kittens; the dog has two puppies; the cow has one calf.

lesson 117

Colon (:) dots 2-4

Sentences

The rule is: always wait for the traffic to stop before crossing the street.

Some people love all animals: cats, dogs, birds, lambs.

Some children have lots of toys; dolls, puzzles, bikes, balls.

Lesson 118

Hyphen (-) dots 3-6

Vocabulary

Jack-o'-lantern

Jack-in-the-box

merry-go-round

happy-go-lucky

Sentences

Om Halloweeen night, we'll make a jack-o'lantern from a large pumpkin.

My baby sister loves the horse on the merry-go-round.

don't worry! Be happy-go-lucky!

Lesson 119

Dash - dots 3-6, 3-6

Sentences

He is taller than I ---- or is he?

Lesson 120
Rule 16A,
Rule 16B.

Letter Sign dots 5-6

Sentences

A, e, i, o, and u are vowels.

Grandfather is in room 6D on the fourth floor.

The dentist thinks that it is necessary to x-ray my teeth.

Lesson 121
Rule 7

Contraction

con dots 2-5

Discrimination

call occur conduct cat

Vocabulary

conduct contact control confess Connecticut confine converse

Sentences

We can call my cousin in Connecticut.

Conduct yourself like a grown-up, don't lose your self-control.

The Congress of the United States meets in Washington D. C.

Short-Form Words Rule 2A

conceive - (con)cv

conceiving - (con)cvg

Sentences

Can you conceive of life on the moon?

Lesson 122
Rule 7

Contraction

dis dots 2-5-6

Discrimination

add adds disagree daddy

Vocabulary

disagree disobey distant dislike

Sentences

Dan will try not to disobey his daddy.

Daisy does not dislike dill pickles.

Did Dad drive to a distant town on road 11D?

Lesson 123
Rule 8

Contraction

com dots 3-6

Discrimination

cocoa comb control comb accept

Vocabulary

comb come comedian comfort

common comrade comical

Sentences

Mother called, "Cathy, comb your hair before you come down for breakfast."

The comedian was so comical that we could not stop laughing.

Can ycu control yourself and stop giggling?

Lesson 124
Rule 5A

Contraction

ble dots 3-4-5-6

Vocabulary

able table marble problem

stable trouble comfortable

bubble gobble Bible nibble

Sentences

Grandmother will be able to sit at the little marble table when she reads her braille Bible.

It will not be a problem - she'll be very comfortable.

Perhaps you can buy bubble bath salts in the drug store.

Jack be nimble! Jack be quick!

Lesson 125
Rule 10

Contraction

into dots 3-5, 2-3-5

Sentences

Yesterday at four o'clock, my brother fell into the icy water.

He was cold and uncomfortable until we took him into the house.

He felt much better after he changed into dry clothes.

Part VI. Initial Letter Contractions

Final Letter Contractions

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Lesson 126
Rule 11

Contraction

character dot 5(ch)

Discrimination

character child character children

Sentences:

The children's favorite character is "Dr. Doolittle".

Will the characters in the play march on the stage?

Lesson 127
Rule 11

Contraction

through dot5(th)

Discrimination

Through this through that through

That comical character will walk through that door and make everyone laugh.

I think that I am through with my home work.

Lesson 128
Rule 11

Contraction

where dot 5(wh)

Discrimination

where which where who where

Where is the woman who was wheeling the carriage?

Please, find out which way she went.

Lesson 129
Rule 11

Contraction

there dot 5(the)

Discrimination

there the there then there

Sentences

There is the theatre where I heard the orchestra play.

I will go there again to hear "The Music Man".

Lesson 130
Rule 11

Contraction

ought dot 5(ou)

Discrimination

ought out ought outer ought

Vocabulary

ought sought bought thought brought

Sentences

We thought that we ought to go out when the sun shines.

I sought an answer to your question.

Lesson 131
Rule 11

Contraction

upon dots 4-5u

Discrimination

us upon ought upon

Sentences

Must fairy tales begin with "once upon a time."

We aught to sit upon that hill and under a shady tree.

Less 132
Rule 11

Contraction

word dots 4-5w

Discrimination

word work word wow

Sentences

My home work for tomorrow is to write five words beginning with the letter a.

Lesson 133
Rule 11

Contrzction

those dots 4-5th

Discrimination

those through those think those

Sentences

Those who think that this is right, stand up.

Do you want to walk through those dark streets?

Lesson 134
Rule 11

Contraction

whose dots 4-5wh

Discrimination

whose where whose which whose

Sentences

Whose coat was left upon the sofa?

The boy whose through with his work can go home.

Lesson 135
Rule 11

Contraction

these dots 4-5 the

Discrimination

these there these the

Sentences

These characters ought to learn the words of the play.

These eggs taste good.

Lesson 136
Rule 11

Contraction

cannot dots 4-5-6c

Discrimination

cannot comb cannot call cannot

Sentences

She cannot comb her hair.

We cannot remember the words but we can sing the melody.

Lesson 137
Rule 11

Contraction

had dots 4-5-6h

Discrimination

had here had have had hadn't

Sentences

The dog had a litter of four puppies.

We had to give them away as we cannot keep them in our small house.

Lesson 138
Rule 11

Contraction

many dots 4-5-6m

Discrimination

many mother many more mother

Sentences

Many questions cannot be answered in one word

My mother cannot make many mistakes.

Lesson 139
Rule 11

Contraction

spirit dots 4-5-6s

Discrimination

spirit some spirit so spirit

Sentences

The character in the story was brave and spirited.

Many people do not drink spirits.

Lesson 140
Rule 11

Contraction

world dots 4-5-6-W

Discrimination

world word world work world

Sentences

We aught make the world a better place to live in.

Many words are used to describe the beauties of the world.

Lesson 141
Rule 11

Contraction

their dots 4-5-6(the)

Discrimination

th eir th ese their there their

Sentences

Their word is good enough for me.

There is their car and now we can take the packages with us.

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Lesson 142
Rule 5B

Contraction

ound dots 4-6d

Discrimination

ound day ound daytime ound

Vocabulary

found round sound ground wound

Sentences

Dad found many large rocks when he was digging up the ground around the house.

Dan ought to keep the sound of his radio down - not everyone in the world needs to hear it.

Lesson 143
Rule 5B

Contraction

ance dot 4-6e

Vocabulary

dance glance France entrance chance

Sentences

Frances cannot go to France every summer.

Everybody danced all night.

Lesson 144
Rule 5B

Contraction

sion dots 4-6n

Vocabulary

vision collision procession session

Discrimination

vision name session Nelly

Sentences

Some legally blind people have enough vision to read print.

A professional band will march in the procession.

Lesson 145
Rule 5B

Contraction

less dots 4-6s

Vocabulary

bless helpless useless unless hopeless

Discrimination

hopeless some helpless spirit bless

Sentences

Some people think it's hopeless to try to win the race unless we practice every day.

Some families say a blessing before every meal.

Lesson 146
Rule 5B

Contraction

ount dots 4-6t

Vocabulary

country mountain count amount fountain

Discrimination

count time mount Tim

Sentences

Tim will have time to climb a mountain when he is in the country.

Be sure to count your change!

Lesson 147
Rule 5B

Contraction

ence dots 5-6e

Vocabulary

fence silence whence conference

Discrimination

fence every whence ever hence

Sentences

The cowboys sit on the fence every day and watch the horses run around the corral.

"Silence! No talking! This is a fire drill" the teacher said as the fire bell rang.

Lesson 148
Rule 5B

Contraction

tion dots 5-6n

Vocabulary

action notion mention correction lotion

Discrimination

action name lotion nameless portion

Sentences

Correction of actions is often necessary.

The new dances have funny names and are full of action.

Lesson 149

Contraction

ness dots 5-6s

Vocabulary

business happiness sadness witness

Discrimination

happiness bless goodness spirit

Sentences

Happiness make us smile, sadness makes us cry.

Some men are in the business of selling wines and spirits.

Lesson 150
Rule 5B

Contraction

ment dots 5-6t

Vocabulary

moment pavement cement comment lament

Discrimination

cement count comment Time lament

Sentences

The pavements in this country are made of cement.

The witness ought not comment on tne crime unless he is in the jury box.

Lesson 151
Rule 5B

Contraction

ong dots 5-6g

Vocabulary

song long tongue among strong

longer strongest sponge along

Sentences

It was a good party; people sang songs, danced, ate sponge cake and stayed a long time.

"I am the strongest one" said George.

Lesson 152
Rule 5B

Contraction

full dots 5-61

Vocabulary

helpful awful armful joyful

Sentences

It's awful to have an armful of heavy packages.

We cannot be joyful on this sad occasion.

Lesson 153
Rule 5B

Contraction

ity dots 5-6y

Vocabulary

city pity cavity quality

Sentences

Isn't it a pity that its so dirty in the city.

The dentist will fix the painful cavity in my front tooth.

Lesson 154
Rule 5B

Contraction

dtion dots 6n

Vocabulary

nation ration vacation education station

Discrimination

nation name business vacation

Sentences

They will begin their vacation with a ride to Grand Central Station.

The nations of the world should live in peace.

Lesson 155
Rule 5B

Contraction

ally dots 6y

Vocabulary

rally Sally usually finally

Sentences

Sally usually spends her vacation walking through the woods and climbing mountains.

I finally found out whose raincoat had been left behind.

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